

# Somerton School District

2021-22 Instructional Plan

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## Introduction:

It is our desire to create a “living document” that represents the ever-changing knowledge of our staff and growth of our students, guided by the insight of our experts. Every year we will meet to revise our plan in May for the coming year.

During the May District Collaborative, we will update data and practices to accurately reflect what we have tried and what worked and did not work. We will use the input from representatives of the grade level collaboratives that have occurred during the year to reflect and recommend adjustments to our Instructional Calendar, programs, practice or materials for the coming year.

The document created in May will be dated for the coming year and represent the lessons learned in the prior year and the adjustments made for the coming year.

It is impossible, and not desirable, to list every little thing that is done in the District. This document is not a non-negotiable, although it might contain non-negotiables. The document will be considered the guide for all Instructional Practices in the District. We recognize that decisions will have to be made that are not directly covered in this document. In those instances, it is the expectation that decisions will be guided by and aligned with the principles contained in this agreed upon plan.

Our district and site academic goals, student achievement data as well as teacher evaluation and survey results are analyzed to identify needs and areas of strengths. Many of the artifacts we considered are summarized in the data section including the District Integrated Action Plans. We analyze the information at the student, classroom, school and district level, but have not included student or classroom level information in this report.

Furthermore, a summary of findings is gathered from the District wide grade level collaboratives. Each grade level collaborative will record a few summary statements and make recommendations to adjustments for the next year based on student data and principles of practice described in this document. When the annual May collaborative is held each year, all recommendations will be considered and approved or not, for incorporation in the document for the following year. This will make the document a “living” document, which can evolve with demonstrated needs or instructional changes. The participants in each Annual Collaborative will be listed on the cover of the document.



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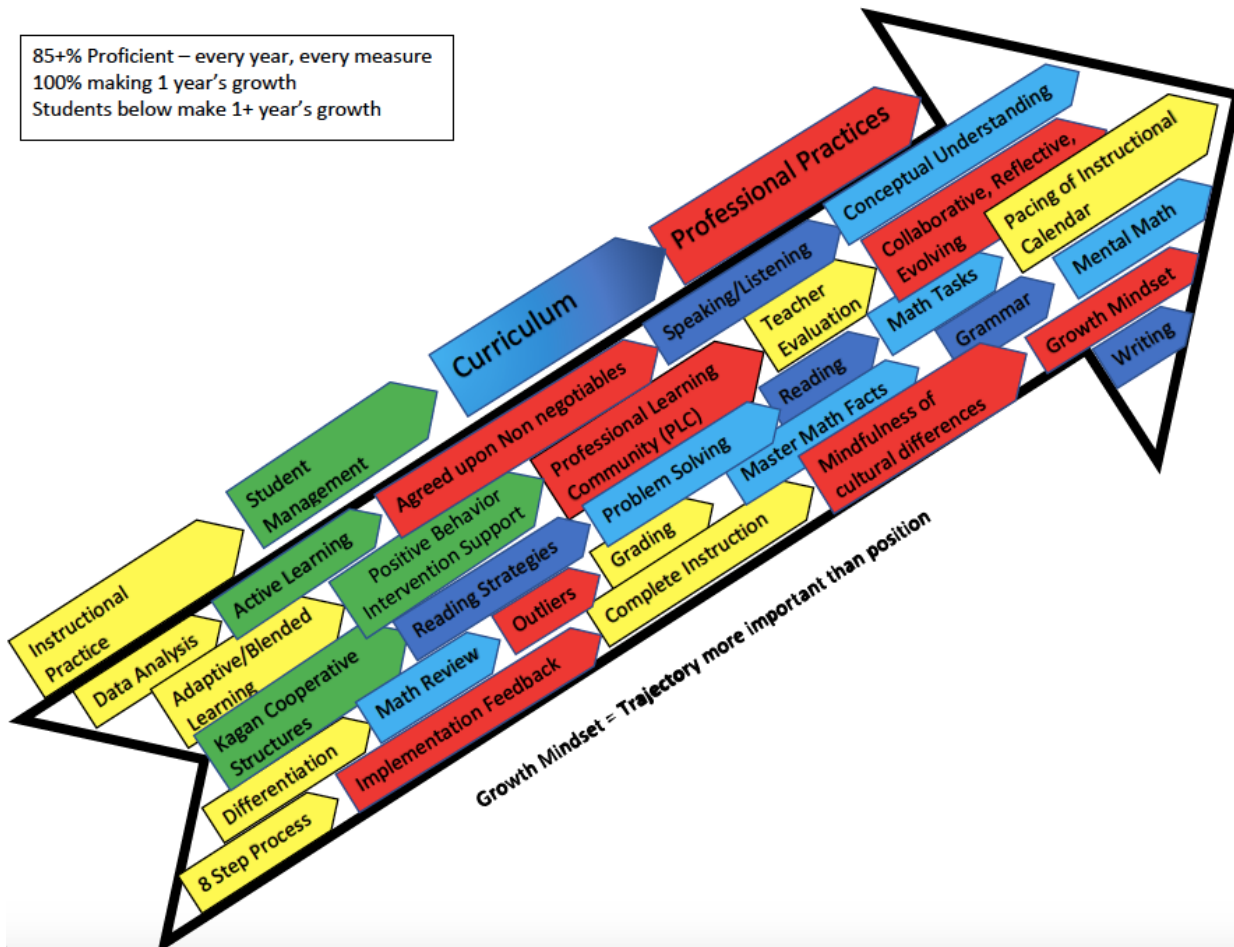


## District Instructional Practices Vision and Mission

Somerton’s School District Instructional Practices vision is to become an exemplary learning community that supports innovation and is committed to challenging all learners. Through collaboration, our learning community will develop professional practices, curriculum, instructional strategies and student management that ensure that all students learn and foster the attitude of life-long learning.

The following figure represents the concept that we need all facets of Instruction to align in order maintain a positive trajectory. Our goal is growth as well as achievement.

- Professional Practices
- Curriculum
- Instructional Practices
- Student Management





## District Framework

<u>Professional Practices</u> Pg. 6	<u>Curriculum</u> Pg. 7	<u>Instructional Practices</u> Pg. 9	<u>Student Management</u> Pg. 15	<u>Assessment</u> Pg. 17
<ul style="list-style-type: none"> <li>• Planning and Preparation                             <ul style="list-style-type: none"> <li>○ Resources</li> <li>○ Professional Learning Community                                     <ul style="list-style-type: none"> <li>▪ Collaborative</li> <li>▪ Reflective</li> <li>▪ Evolving</li> </ul> </li> <li>○ Growth Mindset</li> <li>○ Culturally Responsive</li> </ul> </li> <li>• Classroom Environment</li> <li>• Instruction</li> <li>• Professional Conduct                             <ul style="list-style-type: none"> <li>○ On-going learning and training                                     <ul style="list-style-type: none"> <li>▪ Beginning Teacher Induction</li> <li>▪ Professional Development</li> <li>▪ Mentoring</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ELA                             <ul style="list-style-type: none"> <li>○ AZ ELA Standards and components</li> <li>○ AZ ELP Standards and components</li> </ul> </li> <li>• Math                             <ul style="list-style-type: none"> <li>○ Az Math Standards and components</li> <li>○ Mathematical Practices</li> </ul> </li> <li>• Science                             <ul style="list-style-type: none"> <li>○ AZ Science Standards and components</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Complete Instruction</li> <li>• Differentiation                             <ul style="list-style-type: none"> <li>○ Universal Design for Learning</li> <li>○ Multi-Tiered System of Supports</li> <li>○ 8-Step Process</li> <li>○ Adaptive/Blended Learning</li> <li>○ Intervention</li> <li>○ Enrichment</li> </ul> </li> <li>• Learning Management System</li> <li>• Instructional Calendar</li> <li>• Grading</li> <li>• Teacher Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate</li> <li>• Positive Behavior</li> <li>• Social and Emotional learning</li> <li>• Mindfulness of Cultural Differences</li> <li>• Cooperative Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic</li> <li>• Formative</li> <li>• Summative</li> <li>• State/Norm</li> </ul>

### District Activities

- Continuous Improvement: Plan-Do-Check-Act
- Continue with quarterly learning communities for professional learning, problem-solving and collaborative inquiry.
- Provide professional development guided by research, teaching and content standards, district instructional priorities and developmental needs of teachers to advance quality instruction and learning of every student.
- Support teachers in implementing new learning
- Administrators, Specialists and Mentors follow-up to review relevance and effectiveness of programs and professional learning using high-leverage tools and processes.
- Assist teachers in using culturally responsive pedagogical practices to provide every student with equitable access to rigorous, grade-level content.
- Support teachers to gain proficiency in meeting the diverse needs of every student, including students with diagnosed and undiagnosed learning differences, that address the well-rounded academics, technology, safety, health, technology, social, and emotional aspects of learning.



## Professional Practices

Somerton School District is committed to supporting professional practices that are consistent, pervasive, ongoing, and sustainable with the end goal of measurable improvements in; attitudes, professional knowledge and understanding, and student achievement.

The goals of the Somerton School District are as follows:

- Provide well-crafted **Resources** that serve as a reference to ensure high quality teaching of the standards in the instructional calendar
- Foster **Professional Learning Communities** that are **Collaborative, Reflective, Evolving** every quarter focused on the instructional calendar
- Promote **Growth Mindset** and **Culturally Responsive** practices
- Ensure that each training session reflects agreed upon **non-negotiables** evidenced by current research and best practices in education
- Provide an effective **Beginning Teacher Induction** program for new instructional staff
- Ensure that each PD training session embeds the use of data that includes **Outliers** with evidence of success in order to replicate and refine instruction and yield strong student achievement
- Provide effective **Mentoring** to all instructional staff to elevate profession
- Nurture Professional Conduct
  - On-going learning and training
    - Reflection on teaching
    - Maintaining accurate records
    - Communication with families
    - Participating in Professional Community
    - Growing and Developing professionally
      - Site PDs
      - District PDs
      - Off-site PDs and travel policy
      - District Recommended Readings



## Curriculum

### ELA: National Geographic

- Az ELA Standards
  - Reading Foundations:
    - Phonemic Awareness
    - Phonics
    - Vocabulary/Spelling
    - Fluency
      - Read to self
      - Read to someone
      - Listen to read
      - Fluency/Sight Words
  - Reading Literature/Informational:
    - Comprehension
      - Reading Strategies: (Close Reading Routine)
        - Using Prior Knowledge/Previewing
        - Predicting/Inferring
        - Monitoring-Clarifying
        - Questioning
        - Searching-Selecting
        - Summarizing
        - Visualizing-Organizing
  - Language/Grammar
  - Writing Foundations
  - Writing
    - Response to Reading
    - Word Work
    - Vocabulary
    - Composing (6 traits)
    - Fluency (Spelling and Mechanics)
  - Speaking and Listening
- Az ELP Standards
  - Reading Foundations:
    - Phonemic Awareness
    - Print Concepts
    - Phonics
    - Vocabulary/Spelling
    - Fluency
      - Read to self
      - Read to someone
      - Listen to read
      - Fluency/Sight Words
  - Reading Literature/Informational:
    - Comprehension
      - Receptive Communication
        - Listening and Reading
      - Productive Communication
        - Speaking and Writing



- Interactive Communication
  - Listening, Speaking, Reading, and Writing
- Reading Strategies: (Close Reading Routine)
  - Using Prior Knowledge/Previewing
  - Predicting/Inferring
  - Monitoring-Clarifying
  - Questioning
  - Searching-Selecting
  - Summarizing
  - Visualizing-Organizing
- Language/Grammar
- Writing Foundations
- Writing
  - Response to Reading
  - Word Work
  - Vocabulary
  - Composing (6 traits)
  - Fluency (Spelling and Mechanics)
- Speaking/Listening

#### **Math: Illustrative Mathematics**

- Az Math Standards
  - Conceptual Understanding
  - Procedural Fluency
  - Application
  - Accuracy
  - Efficiency
  - Flexibility
  - Math Tasks
- Mathematical Practices

#### **Science: Amplify**

- Az Science Standards
  - Phenomena-Based
  - Science and Engineering
  - Cross Cutting Concepts
  - Core Ideas of Knowing Science
  - Core Ideas of Using Science



## Instructional Practice

### Complete Instruction

The following represent the expectations for structure of each lesson. On occasion a lesson may last more than one day or one week. The expectation is that all the following components be present in every lesson.

An assumption of this part of the Instructional Practices Section is that the lesson is properly aligned with the District Instructional Calendar and uses the Effective Practices described in this section. The art of the teacher’s craft is to combine our District Calendar of standards with the identified Instructional Practices including Complete Instruction.

National Geographic Language Arts Curriculum, Illustrative Math Curriculum and Amplify Science Curriculum represent complete instruction and, when used in full, but aligned to our District calendar, represent Complete Instruction. Fluency is automaticity. When a student has automaticity with foundational skills their cognitive effort can be applied to the concept rather than the mechanics of the content area. *Additional instructional resources are available at site and may be used with principal’s discretion based on student need.*

Instructional Components	Instructional Tools
<p>ELA: National Geographic</p> <ul style="list-style-type: none"> <li>• Az ELA Standards                             <ul style="list-style-type: none"> <li>○ Reading Foundations:                                     <ul style="list-style-type: none"> <li>○ Phonemic Awareness</li> <li>○ Phonics</li> <li>○ Vocabulary/Spelling</li> <li>○ Fluency</li> </ul> </li> <li>○ Reading Literature/Informational:                                     <ul style="list-style-type: none"> <li>○ Comprehension   <ul style="list-style-type: none"> <li>▪ Reading Strategies</li> </ul> </li> </ul> </li> <li>○ Language/Grammar</li> <li>○ Writing                                     <ul style="list-style-type: none"> <li>○ Response to Reading</li> <li>○ Word Work</li> <li>○ Writing</li> <li>○ Composing (6 traits/rubrics)</li> <li>○ Fluency (Spelling and Mechanics)</li> </ul> </li> <li>○ Speaking/Listening</li> </ul> </li> <li>• Az ELP Standards                             <ul style="list-style-type: none"> <li>○ Reading Foundations:                                     <ul style="list-style-type: none"> <li>○ Phonemic Awareness</li> <li>○ Print Concepts</li> <li>○ Phonics</li> <li>○ Vocabulary/Spelling</li> <li>○ Fluency   <ul style="list-style-type: none"> <li>▪ Read to self</li> <li>▪ Read to someone</li> <li>▪ Listen to read</li> <li>▪ Fluency/Sight Words</li> </ul> </li> </ul> </li> <li>○ Reading Literature/Informational:                                     <ul style="list-style-type: none"> <li>○ Comprehension   <ul style="list-style-type: none"> <li>▪ Receptive Communication   <ul style="list-style-type: none"> <li>• Listening and Reading</li> </ul> </li> <li>▪ Productive Communication   <ul style="list-style-type: none"> <li>• Speaking and Writing</li> </ul> </li> <li>▪ Interactive Communication   <ul style="list-style-type: none"> <li>• Listening, Speaking, Reading, and Writing</li> </ul> </li> <li>▪ Reading Strategies: (Close Reading Routine)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><u>Teaching Reading Effectively</u> Evidence Based Instruction in literacy instruction</p> <p><u>Phonics Strategies</u> phonics skill vocabulary words broken into syllables high frequency words phrases paragraph</p> <p><u>ELA Sessions</u> Lessons have integration of standards in reading, writing and research. The skills of reading, writing, and research rest on a fundamental skill set that includes the fundamental skills of citing evidence, analyzing content, using correct grammar, acquiring and applying vocabulary, conducting discussions, and reporting findings are taught within the module continuously in the reading, writing and research components. Reading leads to writing, which leads to a research task that incorporates/includes reading, writing and research.</p> <p><u>Close Reading Routine</u> It is a process to aide in the purposeful rereading of text. Allows for annotating of text, clarification, guided discussions, and practice asking/answering text dependent questions. 1<sup>st</sup> Read-annotate text 2<sup>nd</sup> Read-clarify, discuss, and annotate text 3<sup>rd</sup> Read-clarify, discuss, annotate text, answer text dependent questions, extended writing activity.</p> <p><u>Text Complexity</u> A text that has been analyzed, using the qualitative, quantitative, and reader and task measures, for it appropriate complexity to be able to be used by students to discuss and scrutinize multiple times to conduct a deep analysis and comprehension, with their teacher acting as a guide. It is not just more difficult or harder text but appropriate text.</p> <p><u>Rigor</u> High expectations Challenging learning experiences Deep thinking -Webb’s Depth of Knowledge -Blooms Taxonomy -Hess’ Cognitive Rigor Matrix</p> <p><u>6-Traits</u> It a writing model that consists of 6 key traits.</p>



<ul style="list-style-type: none"> <li>• Using Prior Knowledge/Previewing</li> <li>• Predicting/Inferring</li> <li>• Monitoring-Clarifying</li> <li>• Questioning</li> <li>• Searching-Selecting</li> <li>• Summarizing</li> <li>• Visualizing-Organizing</li> </ul> <ul style="list-style-type: none"> <li>○ Language/Grammar</li> <li>○ Writing Foundations</li> <li>○ Writing             <ul style="list-style-type: none"> <li>▪ Response to Reading</li> <li>▪ Word Work</li> <li>▪ Vocabulary</li> <li>▪ Writing process</li> <li>▪ Composing (6 traits/rubrics)</li> <li>▪ Fluency (Spelling and Mechanics)</li> </ul> </li> <li>○ Speaking/Listening</li> </ul>	<p>Ideas/Content                  Organization                  Voice                  Word Choice                  Sentence Fluency                  Conventions</p> <p>This model helps us with the use of common language, we can break down the task of writing into manageable chunks, aligns with the standards, and there is year to year consistency.                  This model also aides in the monitoring of progress which allows ease in identifying students needs and providing specific feedback.</p> <p><u>State Rubric</u>                  Informational                  Opinion                  Argumentative                  Explanatory</p> <p><u>SIOP</u></p> <p><u>Flexible Ability Reading Groups</u></p> <p><u>Read Aloud</u></p> <p><u>Read Independently</u></p> <p><u>Literature Circles</u></p> <p><u>Writing in Response to Reading</u></p>
<p>Math: Illustrative Mathematics</p> <ul style="list-style-type: none"> <li>• Az Math Standards             <ul style="list-style-type: none"> <li>○ Conceptual Understanding (STAR Model)</li> <li>○ Procedural Fluency</li> <li>○ Application</li> <li>○ Accuracy (DOK 3-4)</li> <li>○ Efficiency (Math Facts)</li> <li>○ Flexibility</li> <li>○ Math Tasks</li> </ul> </li> <li>• Az Mathematical Practices</li> </ul>	<p><u>STAR Model</u>                  A tool to aid in the teaching of math conceptually (situation, concrete materials, pictures, numbers, words/gestures). Flows fluidly.</p> <p><u>RDWW</u>                  Read, Draw and Label, Write a number sentence (equation), Write a word sentence (statement)</p>
<p>Science: Amplify</p> <ul style="list-style-type: none"> <li>• Az Science Standards             <ul style="list-style-type: none"> <li>○ Phenomena-Based</li> <li>○ Science and Engineering</li> <li>○ Cross Cutting Concepts</li> <li>○ Core Ideas of Knowing Science</li> <li>○ Core Ideas of Using Science</li> </ul> </li> </ul>	



## Differentiation

### Universal Design for Learning

A framework to improve and optimize teaching and learning.

- Representation: UDL recommends offering information in more than one format. For example, textbooks are primarily visual. But providing text, audio, video and hands-on learning gives all kids a chance to access the material in whichever way is best suited to their learning strengths.
- Action and expression: UDL suggests giving kids more than one way to interact with the material and to show what they've learned. For example, students might get to choose between taking a pencil-and-paper test, giving an oral presentation or doing a group project.
- Engagement: UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest. Other common strategies include making skill building feel like a game and creating opportunities for students to get up and move around the classroom.

### Multi-Tiered System of Supports

MTSS is an integrated, comprehensive framework that focuses on content standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. SSD has a long history of providing numerous systems of support. These include the interventions within the RtI<sup>2</sup> processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

#### -Key Components of MTSS

Instead of the "waiting for failure" assessment model of pre-IDEA days, MTSS takes a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement

The integrated instruction model of MTSS uses collected data to assess student needs and provide them with interventions in appropriate tiers.

#### -Three Tiers of Support

MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:

- Tier 1 – Universal or primary – Majority of students (75-90%)  
As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.
- Tier 2 – Secondary – Small groups of students (10-25%)  
Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.



- Tier 3 – Tertiary – Individual students (< 10%)  
A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists.

MTSS tiers help schools to organize levels of supports based on intensity so that students receive necessary instruction, support, and interventions based on need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of supports. This helps educators to respond appropriately and provide students with the assistance they need to prosper in the classroom.

#### -MTSS Framework

Schools using MTSS seek successful educational and behavioral outcomes for all students, regardless of challenges. This may involve significant interventions for a segment of the student population, with the goal of moving these individuals into reduced interventions as they progress. The flexibility of this framework allows students to move from tier to tier as needed, without prescribed timelines. The elements of MTSS include:

- Multiple tiers of instruction, intervention, and support
  - Includes learning standards and behavioral expectations
  - Increasing levels of intensity
- Problem-solving process
  - Collaborative and team-based decision making to determine which students need interventions
- Data evaluation
  - Interpretation of data to determine student progress and action steps
- Communication and collaboration
  - Teamwork focused on building relationships and using data to improve those relationships
- Capacity building infrastructure
  - Professional development and coaching along with written plans
- Leadership
  - Active involvement and administration of practices

#### 8-Step Process

1. Disaggregate Data-find trends, strengths, and weaknesses; identify priority standards, develop goals
2. Curriculum Map/Pacing Guide allocate standards across the school year identifying those that are priority, have more weight, and/or have to be intermittently reviewed across the school year; calendar in assessments
3. Classroom Instruction- Use National Geographic or Eureka lesson plans or if needed develop complete lessons that follow BT calendar, use best practices .
4. Assess-formal, informal, formative, and summative
5. Meet, discuss data, and adjust instruction according to data—do we need more/less whole group instruction (Collaborate at school level)
6. Determine the need for tutorials and enrichment based on data (Reteach/Enrich)
7. Determine what standards/skills need to be reviewed continuously for fluency (daily oral language/Mountain Math/Mountain Language/Grammar Minute/Minute Math)
8. Monitoring/Walkthroughs/Observations/Documentation for follow through teachers need to have data (data walls), students need to know their data and have goals.

#### \*\*\*Hoonuit

Comprehensive analytics platform with actionable insights across all key aspects of school and district operations

#### Adaptive/Blended Learning

Software Based Instructional programs that adjust to the mastery of the student and measure their progress over time



- Imagine Learning (3-8 Reading and Math)
- Waterford (K-2 Reading, Math and Science)
- Reading Horizons (K-8 English Language)

### Intervention

Program designed to provide struggling students with an opportunity to increase reading, writing, math, test taking, and study skills at their instructional level. Each class is designed to meet the individual needs of students within a small group setting. The pace of instruction is modified to allow for different rates of learning.

### Enrichment

Program designed to provide excelling students with a challenging opportunity to increase reading, writing, math, test taking, and study skills at their instructional level. Each class is designed to meet the individual needs of students within a small group setting. The pace of instruction is modified to allow for different rates of learning.

## **Learning Management System**

### Schoology

A virtual learning environment and social networking service for K-12 schools and higher education institutions that allows users to create, manage, and share academic content.

## **Instructional Calendar**

### Pacing

SSD teachers and the Curriculum Department collaboratively review state content standards to identify core sets of essential standards that establish what students must learn in each content area at each grade level. These are the standards that will provide students with knowledge beyond just a test date.

Teachers within a grade level and subject then collaborate to “unwrap” the standards to determine big ideas, key vocabulary, student-friendly language, essential questions, and performance tasks that prove mastery. The documents produced in this process form the foundation of the core subject curriculums at each grade level and establish district-wide expectations for what teachers should teach and what students should learn and be able to do in relation to a specific standard.

The teachers and Instructional Services Department work together to develop curriculum calendars, facilitate the administration of common curriculum-aligned assessments, and encourage collaboration among teachers at the same grade level.

## **Grading**

SSD’s grading system is standards-based which is focused on student learning, to understand the effectiveness of instruction. Instead of a single overall grade, standard based grading breaks down the subject matter into smaller “learning targets.” Each target is a teachable concept that students should master by the end of the course. Throughout the term, student learning on each target is recorded. Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs, reteach, and offer additional opportunities to reach mastery. This process is repeated until students reach the target.

In standards-based grading, grading is based on demonstration of mastery over time.

### Key Elements:

- Focused on standards
- Report card aligned to the Curriculum map of standards tested in the quarter



## SSD Instructional Plan

- Includes places for classroom participation and achievement
  - citizenship and participation

### **Teacher Evaluation**

A framework for professional practice. SSD's evaluation instrument is based on the Danielson model

- Lesson Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities



## Student Management

### School Climate

#### Multi-Tiered Systems of Support

MTSS creates a positive environment for all students which in turn impacts school climate. Positive school climate is the leading indicator for such outcomes as increased academic achievement, increased teacher retention, and reduced discipline referrals.

The interventions and supports found in MTSS help in relationship building, which is a key factor in student success. Additionally, a supportive school environment allows each student to work through their challenges and catch up with their peers. Defined tiers of intervention for both academic and behavioral challenges enables educators to address student needs, both as a group and individually.

It's important to note that MTSS tiers may look quite different from school to school. MTSS focuses on the overall needs of individual students, and what may be a Tier 2 intervention in one school might be a Tier 1 in another. It is up to each school to develop an MTSS framework that addresses challenges specific to that school community.

### **Positive Behavior:**

#### PBIS: Positive Behavioral Interventions and Supports

PBIS is an approach/process used to prevent student behavior problems to achieve social and learning goals. PBIS focuses on positive behavior. Behaviors are clearly defined school wide. Teachers teach and model those specific behaviors. We tell children what specific behavior we want them to demonstrate rather than telling them to just stop doing something. Rewards and Consequences are clearly defined.

Protocols are set school wide and followed by all. RTI is used within PBIS-we assess, use data to make decisions, and provide intervention using the multi-tiered approach. Some programs we use are:

Preventative Strategies as identified in Fred Jones' Tools for Teaching text.

Routines and Procedures as described in Harry Wong's The First Days of School.

Discipline delivered in a way that changes behavior through instruction and ownership - Love and Logic as taught by Jim and Charles Faye.

### **Social and Emotional learning:**

#### 7-Mindsets

Social emotional learning (SEL) is an integral part of education and human development. It is the process through which all acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

There are 7 Mindsets, or ways of thinking, common to the world's most happy and successful people. They are rooted in emotion and affect relationships and quality of life. The 7 Mindsets have been designed to promote self-awareness, self management, social awareness, relationship skills, and responsible decision making.



## **Mindfulness of Cultural Differences:**

### Capturing Kids Hearts

A research-proven process designed to strengthen students' connectedness to school through enhancing protective factors (strong bonds with teachers, shared agreements of behavior that are consistently enforced) and targeting modifiable risk factors (inappropriate behavior, poor social coping skills). Results from the National Longitudinal Study on Adolescent Health demonstrated that student connectedness reduced negative behaviors in four domains of adolescent health and morbidity: emotional health, violence, substance use and sexuality.

## **Cooperative Structures:**

### Kagan Cooperative Learning Structures

Refers to small, heterogeneous groups of students working together to achieve a common goal/objective. Students are responsible for theirs and their teammates learning. There are four basic elements.

P-Positive interdependence –an understanding that success depends on the participation of all the members.

I-Individual Accountability-each member of the group is equally accountable for the learning and/or completion of the goal or objective.

E-Equal Participation-equal responsibility and input

S-Simultaneous Interaction-many student interactions at the same time, rather than one or few at a time.



## Assessments

### Diagnostic assessments

- Teacher created
- Site created
  - Phonics Screeners
- District created
  - DIBELS 8<sup>th</sup> Edition (K-6)

### Formative assessments:

- Teacher created
  - Entry and Exit Tickets
  - Polls
  - Low stake quizzes
  - Dipsticks
  - Observation/Interviews
  - End of Unit
- Site created
  - Quizzes based on standards
- District created
  - GALILEO Reteach based on individual standards in ELA, Math, Science
    - Form A
    - Form B

### Summative assessments

- Teacher Created
- Site Created
  - Advanced Placement
- District Created
  - GALILEO Pre and Post Tests in ELA, Math, Science
  - GALILEO Quarterly assessments based on standards taught in ELA, Math Science

### State/Norm assessments

- AZELLA
- AzM2
- AIMS Science



## Focus 21/22 School Year

- Define Assistant Superintendent Role
- Professional Practices
  - Resources
    - Digital Platform
      - Unwrap documents for all standards
- Curriculum
  - EL
    - SEI Model
    - Grammar
  - Math
    - Illustrative Mathematics
  - Science
    - Amplify
- Instructional Practices-Implementation of programs
  - Complete Instruction
    - Universal Design for Learning
    - Multi-Tiered System of Supports
  - Differentiation
    - Hoonuit
  - Adaptive Learning Software
    - Imagine Learning
- Assessments
  - DIBELS (K-3)
  - GALILEO Reteach Assessment for all standards
    - Form A
    - Form B

## Possible Topic

- Grading
  - By Domain instead of Standard



## Annotated Bibliography

A Repair Kit for Grading by Ken O'Connor: Fifteen fixes for broken grades. Effective grades need to meet four overarching criteria: they must be accurate, meaningful, and consistent, and must support learning.

Culturally Responsive Teaching and The Brain by Zaretta Hammond: Culturally responsive teaching isn't the same as multicultural education or social justice education. Culturally responsive teaching builds students' brain power by improving information processing skills using cultural learning tools. Culturally responsive teaching is grounded in social and cognitive neuroscience. This book blends practical brain science with the need for awareness of individual and collective culture, arguing we cannot be effective teachers without first understanding how culture programs the brain. However, as she cautions early on, the book isn't a "how-to guide on developing culturally responsive lesson plans in every subject area"; rather, it is "a mindset, a way of thinking about and organizing instruction to allow for greater flexibility in teaching."

Disrupting Poverty by Kathleen M. Budge and William H. Parrett: Recognizing the impact of poverty the educator can act against its debilitating effects on students.

Drive by Daniel H. Pink: What motivates people.

Learning for All by Lawrence W. Lezotte: All students can learn and a list of seven "High yield Strategies" to support ALL learners.

Grit by Angela Duckworth: Power of Passion and Perseverance

Leading and Managing a Differentiated Classroom by Carol Ann Tomlinson and Marcia B. Imbeau: Techniques for organizing and managing a classroom that honors student differences meeting individual needs and the needs of the whole using the differences.

Meaningful Differences in the Everyday Experience of Young American Children by Betty Hart and Todd R. Risley: Research concerning the concept, "children in more economically privileged families hear some of these things more often and others less often, than children in poverty and working-class homes" and "the consequence is that they learn fewer words and acquire a vocabulary of words more slowly."

Mindset by Carol S. Dweck, Ph.D.: The positive impact of a Growth Mindset versus a Fixed Mindset for life, learning and teaching.

Outliers by Malcom Gladwell: Variety of research focused on the Outlier data rather than the trend data in order to replicate the conditions that create positive outliers. Of note genius studies, birth date (Mathew impact) impact study and 10,000 hour rule.

The End of Homework by Etta Kralovec and John Buell: "Increasing homework is a much cheaper policy, but the correlations and analysis that support it are far narrower than the domestic and cross-cultural research connecting inequality and lack of educational opportunity with poor student performance." In other words, homework is not an equitable instructional tool to determine grades, as students homes are not equally supportive of the task.



# Calendar

- Quarter 1 Collaborative, July 28, 29, 2021 afternoon each day
- Quarter 2 Collaborative, September 9, 10, 2021 afternoon each day
- Quarter 3 Collaborative, November 8, 12, 2021 afternoon each day
- Quarter 4 Collaborative, February 24, 25, 2022 afternoon each day
- Annual Revision Meeting for 2022-23, May 11, 2022 afternoon



## Somerton Elementary School District No 11

343 N Carlisle Ave • Somerton, AZ 85350 • [www.ssd11.org](http://www.ssd11.org) • 928-341-6000

### CALENDAR

2021						
JULY						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
22 days						
SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
21 days						
OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
16 days						
NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
18 days						
DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
13 days						

JULY 2021	
Independence Day Holiday	July 5
New Teacher Inservice	July 19
Returning Teacher	July 27
AUGUST 2021	
First Student Day	August 2
Galileo Testing Window (1-8 Grades)	August
SEPTEMBER 2021	
Labor Day Holiday	September 6
Student Minimum Day	September 7-10
40th Day	September 27
OCTOBER 2021	
End of 1st Quarter (44 days)	October 1
Fall Break	October 11-15
NOVEMBER 2021	
Student Minimum Day	November 8-10 & 12
Veterans Day Holiday	November 11
Thanksgiving Holiday	November 24-26
DECEMBER 2021	
Galileo Testing Window (K-8 Grades)	December
End of 2nd Quarter (46 days)	December 17
Winter Break	December 20-31
JANUARY 2022	
Winter Break	January 3-7
Classes Resume	January 10
Martin Luther King, Jr. Holiday	January 17
100th Day	January 24
FEBRUARY 2022	
Presidents Day Holiday	February 21
Minimum Days (Conferences and Meetings)	February 22-25
MARCH 2022	
End of 3rd Quarter (46 days)	March 16
APRIL 2022	
Spring Break	April 4-8
Good Friday	April 15
AzMERIT Testing (Detailed testing schedule pending)	April
MAY 2022	
Galileo Testing Window (K-8th Grades)	May
8th Grade Promotion (Student Minimum Day)	May 24
End of 4th Quarter (44 Days)	May 25
Last Day of School (Minimum Day for students and Teachers)	May 25
Memorial Day Holiday	May 30

#### SCHEDULE

SMS 7-8	8:25AM - 3:35 PM
Minimum	8:30 AM - 1:00 PM
Grades K-6	8:00 AM - 2:45 PM
Minimum	8:00 AM - 12:00 PM
OGE K-6	7:45 AM - 2:30 P
Minimum	7:45 AM - 12:00 PM
Pre-School	8:00 AM - 3:30 PM
Minimum	8:00 AM - 1:30 PM

First/Last Student Day	Holidays	End of Quarter	Minimum Days Parent/Teacher conference	Add'l. Min. Days - PD, School mtgs

Minimum Days: Wednesdays, Conference and 8th Grade Promotion Day  
 180 Student Days • 90 1st Semester • 90 2nd Semester  
 Contract Days 183.5 Teacher Days • 189.5 New Teacher Days

2022						
JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
15 days						
FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
19 days						
MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
23 days						
APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
15 days						
MAY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
18 days						
JUNE						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

ADOPTED 1/12/2021



20/21 KINDER ELA Yearly-Overview

Focus Standard	Q1	Q2	Q3	Q4
RF	K.RF.3c K.RF.1d K.RF.1e K.RF.1c K.RF.1a	K.R.RF.3c K.R.RF.2b K.R.RF.2e K.R.RF.2a K.R.RF.2d K.R.RF.2c.2 K.R.RF.2c.1	K.R.RF.3d K.R.RF.3c K.R.RF.3b	K.R.RF.3a K.R.RF.1b K.R.RF.4 K.R.RF.3c K.R.RF.1f
RL/RI	K.RI.7 K.RI.5 K.RL.6 K.RI.6 K.RL.2 K.RL.7	K.R.RI.2	K.R.RI.4 K.R.RI.8 K.R.RI.9 K.R.RL.4 K.R.RL.9	K.R.RL.10 K.R.RI.10 K.R.RL.3 K.R.RI.3 K.R.RI.1 K.R.RL.5 K.R.RL.1
L	K.L.5 K.L.6 K.L.2 (link to writing)	K.L.5 K.L.6 K.L.2 (link to writing)	K.L.5 K.L.6 K.L.1 K.L.2 (link to writing)	Teach all quarter during daily instruction: K.L.5, K.L.6, K.L.1, K.L.2 (link to writing)
W	K.W.1 K.W.4 K.W.7 K.W.8	K.W.2 K.W.4 K.W.5 K.W.7 K.W.8	K.W.3 K.W.4 K.W.6 K.W.7 K.W.8	K.W.1 K.W.2 K.W.3 K.W.4 K.W.5 K.W.6 K.W.7 K.W.8
S/L	Teach all quarter during daily instruction K.SL.1, K.SL.2, K.SL.3, K.SL.4, K.SL.5, K.SL.6	Teach all quarter during daily instruction K.SL.1, K.SL.2, K.SL.3, K.SL.4, K.SL.5, K.SL.6	Teach all quarter during daily instruction K.SL.1, K.SL.2, K.SL.3, K.SL.4, K.SL.5, K.SL.6	Teach all quarter during daily instruction K.SL.1, K.SL.2, K.SL.3, K.SL.4, K.SL.5, K.SL.6



20/21 1<sup>ST</sup> ELA Yearly-Overview

Focus Standard	Q1	Q2	Q3	Q4
RF	RF.02c RF.02d RF.02b RF.02a RF.03b RF.01 RF.02e	RF.03a RF.02f RF.03c *begin teaching RF.03d (syllable types-not tested until Q3)	RF.03e RF.03d RF.03f	RF.03a. RF.04a RF.04b RF.04c
RL/RI	RL.03 RI.01 RL.01	RI.02 RL.05 RI.05 RL.02 RL.06 RI.03	RI.08 RL.07 RI.07 RL.09 RI.09 RI.04 RI.06	RL.04 RL.01 RL.05
L	1.L.1a 1.L.2b 1.L.2e 1.L.1.g	1.L.1c 1.L.1d	1.L.1d 1.L.1g 1.L.1j	1.L.1b 1.L.1c 1.L.1e 1.L.1g 1.L.1j 1.L.2a
W	1.W.3- Narrative	1.W.2- Informative/ Explanatory	1.W.7- Functional	1.W.1- Opinion
S/L	1.SL.1-collaborative conversations about grade 1 topics 1.SL.4-describe people, places, things, & events with details 1.SL.6-produce complete sentences	1.SL.2-Ask & answer questions about key details in a text 1.SL.3-Ask & answer questions about what a speaker says	1.SL.5-use drawings & visuals to clarify ideas	1.SL.1 1.SL.2 1.SL.3 1.SL.4 1.SL.5 1.SL.6 (See Q1, Q2, & Q3)

20/21 2<sup>ND</sup> GRADE ELA YEARLY OVERVIEW

Focus Standards	Q1	Q2	Q3	Q4
<b>RF</b>	2.RF.3a NG-UNIT 3 2.RF.4a	2.RF.3b 2.RF.3c 2.RF.4b	2.RF.3d 2.RF.3e 2.RF.3f 2.RF.4c	
<b>RL/RI</b>	2.RI.1 2.RL.1 2.RI.7 2.RL.7 2.RL.4 2.RI.4	2.RI.5 NG-UNIT 2 2.RL.5 2.RL.6 2.RI.6 2.RI.8 2.RL.9	2.RL.2 2.RI.2 2.RL.3 2.RI.3 2.RI.9	2.RI.1 2.RI.4 2.RI.6 2.RI.7 2.RL.4
<b>Language</b>	2.L.3 (2.L.1abc): 2.L.1 2.L.1a 2.L.1b 2.L.1c	2.L.2 (2.L.1def): 2.L.1d 2.L.1e 2.L.1f	2.L.5 (2.L.1ghi) 2.L.4	
<b>W</b>	2.W.3 2.W.4-begins in grade 3 2.W.5 2.W.6 2.W.7	2.W.1 2.W.4- begins in grade 3 2.W.5 2.W.6 2.W.7	2.W.2 2.W.4- begins in grade 3 2.W.5 2.W.6 2.W.7	
<b>Speaking and Listening</b>	2.SL.1a 2.SL.2 2.SL.3 2.SL.4 2.SL.5 2.SL.6	2.SL.2 2.SL.3 2.SL.1b 2.SL.6	2.SL.4 2.SL.1c 2.SL.5	



20/21 3<sup>rd</sup> Grade ELA Yearly-Overview

Focus Standard	Q1	Q2	Q3	Q4
<b>RF</b>	3.RF.3ab  Teach do not test 3.RF.4a-c	Teach do not test 3.RF.3a-d 3.RF.4a-c	3.RF.3cd 3.RF.4a-c	
<b>RL/RI</b>	3.RL.1 3.RL.2 3.RL.3 3.RI.1 3.RI.2 3.RI.3  Teach do not test 3.RL.4 3.RI.4	3.RL.4 3.RL.5 3.RL.6 3.RI.4 3.RI.5 3.RI.6  Spiral do not test 3.RL.1-3 3.RI.1-3	3.RL.7 3.RL.9 3.RI.7 3.RI.8 3.RI.9  Retest 3.RI.3  Spiral do not test 3.RL.1-6 3.RI.1-6	3.RL.1 3.RL.2 3.RI.4 3.RI.5
<b>L</b>	3.L.1a-j	3.L.2a-d 3.L.4a-d 3.L.6	3.L.3a-b 3.L.5a-c	
<b>W</b>	3.W.3 a-d	3.W.2 a-d 3.W.4 3.W.5 3.W.6 3.W.7 3.W.8 3.W.10	3.W.1 a-d	
<b>S/L</b>	3.SL.1 3.SL.2 3.SL.3 3.SL.4 3.SL.5 3.SL.6  Spiral all <b>Speaking &amp; Listening</b> Standards throughout the quarter	3.SL.1 3.SL.2 3.SL.3 3.SL.4 3.SL.5 3.SL.6  Spiral all <b>Speaking &amp; Listening</b> Standards throughout the quarter	3.SL.1 3.SL.2 3.SL.3 3.SL.4 3.SL.5 3.SL.6  Spiral all <b>Speaking &amp; Listening</b> Standards throughout the quarter	

20/21 4<sup>th</sup> Grade ELA Yearly-Overview

Focus Standard	Q1 8/1-9/28	Q2 10/1-12/14	Q3 1/7-3/13	Q4 3/14-5/24
<b>RF</b>	Teach all of 4.RF.3a-c only test 4.RF.3a  Teach but not tested until Q3 4.RF.4a-c	Teach all of 4.RF.3a-c only test 4.RF.3b  Teach but not tested until Q3 4.RF.4a-c	Teach all of 4.RF.3a-c only test 4.RF.3c  4.RF.4a-c	
<b>RL/RI</b>	RL.3(U3W1 & U2W1) RL.2 (U2W1) Roast Chicken RI.2 (U1W1 &U2W3) (teach all year) RI.1 (ANY NF or U4W3) RL.1 (ANYFICTION or U5 W1)  Not tested RL.10 (U8W2)(teach after every qrt) RL.10(U8W1)(teach after every qrt)	RI.3(U6W3) RI.5 (U1W2) RL.5 (U4W4) (U3W2) RI.4 ( <u>ONGOING</u> ) RL.4(U3W2) RL.7 (U3W1) (U6W1 (U7)	RL.6 (U5 W1) RI.6 (U5 W3) RI.7 (U2W4) RI.9 (U7W1) RL.9 (U2W2) RI.8(U2W4&U4W2) (teach all year)  Not tested RL.10 (U8W2)(teach after every qrt) RL.10(U8W1)(teach after every qrt)	4.RL.2 4.RL.4 4.RI.2 4.RI.4
<b>L</b>	4.L.1 4.L.2	4.L.3 4.L.4	4.L.5 4.L.6	
<b>W</b>	4.W.3 4.W.2 4.W.4 4.W.5 4.W.6	4.W.1 4.W.2 4.W.4 4.W.5 4.W.6 4.W.7 4.W.8	4.W.2 4.W.4 4.W.5 4.W.6 4.W.9 4.W.10	
<b>S/L</b>	4.SL.4 4.SL.5	4.SL.1 4.SL.3	4.SL.2 4.SL.6	



**20/21 5<sup>th</sup> Grade ELA Yearly-Overview**

Focus Standard	Q1	Q2	Q3	Q4
<b>RF</b>	5.RF.3a 5.RF.3b 5.RF.4	5.RF.3c 5.RF.4	5.RF.3d 5.RF.4	
<b>RL/R1</b>	5.RL.1 5.RL.3 5.RL.2 5.RI.1 5.RI.2 5.RI.3 5.RI.9	5.RI.5 5.RL.6 5.RI.6 5.RL.4 5.RL.7  Spiral 5.RL.1 5.RL.3 5.RL.2 5.RI.1 5.RI.2 5.RI.3	5.RI.4 5.RI.7 5.RL5 5.RI.8 5.RL.9  Retest 5.RI.9  Spiral 5.RL.1 5.RL.3 5.RL.2 5.RI.1 5.RI.2 5.RI.3	5.RL.4 5.RL.6 5.RI.1 5.RI.2
<b>L</b>	5.L.1 5.L.2 5.L.3 5.L.4 5.L.5	5.L.1 5.L.2 5.L.3 5.L.4 5.L.5	5.L.1 5.L.2 5.L.3 5.L.4 5.L.5	
<b>W</b>	5.W.3 5.W.4 5.W.5 5.W.6 5.W.7 5.W.8 5.W.9 5.W.10	5.W.2 5.W.4 5.W.5 5.W.6 5.W.7 5.W.8 5.W.9 5.W.10	5.W.1 5.W.4 5.W.5 5.W.6 5.W.7 5.W.8 5.W.9 5.W.10	
<b>S/L</b>	5.SL1 5.SL 4 5.SL 5 5.SL 6	5.SL2 5.SL 4 5.SL 5 5.SL 6	5.SL3 5.SL 4 5.SL 5 5.SL 6	

**20/21 6<sup>th</sup> Grade ELA Yearly-Overview**

Focus Standard	Q1	Q2	Q3	Q4
<b>RF</b>	N/A	N/A	N/A	N/A
<b>RL/R1</b>	6.RL.1 6.RL.2 6.RL.3 6.RI.1 6.RI.2 6.RI.3  Teach but do not test 6.RL/RI 10	6.RL.4 6.RL.5 6.RI.4 6.RI.5 6.RI.9  Teach but do not test 6.RL/RI 10	6.RL.6 6.RL.7 6.RI.8 6.RI.6 6.RI.7 6.RL.9  6.RL/RI 10	6.RL.2 6.RL.4 6.RI.3 6.RI.9
<b>L</b>	6.L.1 6.L.2	6.L.4 6.L.6	6.L.3 6.L.5	
<b>W</b>	6.W.1 6.W.4 6.W.6	6.W.2 6.W.5 6.W.7	6.W.3 6.W.8 6.W.9 6.W.10	
<b>S/L</b>	6.SL.1a 6.SL.1b 6.SL.1c 6.SL.1d	6.SL.2 6.SL.3 6.SL.4	6.SL.5 6.SL.6	



SMS ELA 7<sup>th</sup> Grade Yearly Overview 2020/2021

Focus Standard	Q1	Q2	Q3	Q4
RF	Informational Literature	Informational Literature	Informational Literature	Informational Literature
RL/RI (refer to the weekly overview for the Arizona's English Language Arts Standards wording)	7.RL.1-3 7.RI.1-3 <b>*yearly</b> 7.RL.10, 7.RI.10	7.RL.4-6 7.RI.4-6 <b>*yearly</b> 7.RL.10, 7.RI.10	7.RL.7, 9, 10 7.RI.7-10 7.RL.4 7.RI.5 7.RI.6  <b>*yearly</b> 7.RL.10, 7.RI.10	7.RL.1-3 7.RI.1-3  <b>*yearly</b> 7.RL.10 7.RI.10
L	7.L.1-3	7.L.5	7.L.4	7.L.1-5
W	7.W.1	7.W.2	7.W.1, 7.W.2	7.W.3
S/L	7.SL.1, 6	7.SL.1, 2, 4, 6	7.SL.1, 3-6	7.SL.1, 2, 5, 6

SMS ELA 8<sup>th</sup> Grade Yearly Overview 2020/2021

Focus Standard	Q1	Q2	Q3	Q4
RF	Informational Literature	Informational Literature	Informational Literature	Informational Literature
RL/RI (refer to the weekly overview for the Arizona's English Language Arts Standards wording)	8.RL.1-3 8.RI.1-3 <b>*yearly</b> 8.RL.10, 8.RI.10	8.RL.4-6 8.RI.4-6 <b>*yearly</b> 8.RL.10, 8.RI.10	8.RL.7, 9, 10 8.RI.7-10 8.RL.5 8.RL.6 8.RI.4  <b>*yearly</b> 8.RL.10, 8.RI.10	8.RL.1-3 8.RI.1-3  <b>*yearly</b> 8.RL.10, 8.RI.10
L	8.L.1-3	8.L.5	8.L.4	8.L.1-5
W	8.W.1	8.W.2	8.W.1, 8.W.2	8.W.3
S/L	8.SL.1, 6	8.SL.1, 2, 4, 6	8.SL.1, 3-6	8.SL.1, 2, 5, 6



Kinder Math Yearly-Overview				
Focus Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Content Standards	Unit 1 (20 days) K.CC.A.1 K.CC.A.2 (0-10) K.CC.A.3 (0-10) K.CC.B.4a  Unit 2 (25 days) K.CC.A.1 K.CC.A.3 K.CC.B.4a-c K.CC.B.5 K.CC.C.6 K.CC.C.7	K.CC.A.2 (0-20) K.CC.A.3 (0-20)  Unit 3 (15 days) K.MD.A.1 K.MD.A.2 K.MD.B.3 (Teach but do not test) K.G.A.1 K.G.A.2 K.G.B.4 K.G.B.5 K.G.B.6  Unit 4 (20 days) K.OA.A.1 K.OA.A.2 (Teach but do not test) K.OA.A.5 K.CC.B.4c K.CC.B.5	Unit 5 (15 days) K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5  Unit 6 (20 days) K.CC.A.2 (0-50) K.CC.A.3 (0-50) K.CC.B.4ab K.CC.B.5 K.NBT.A.1 K.NBT.B.2 K.OA.A.1  Unit 7 (5/15 days) K.G.A.1 K.G.A.2 K.G.A.3	Unit 7 (10/15 days) K.G.B.4 K.G.B.5 K.G.B.6 K.MD.B.3  Unit 8 (20 days) K.CC.A.1 K.CC.A.2 (0-100) K.CC.A.3 (0-100) K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5

Focus Standards	Q1	Q2	Q3	Q4
Content Standards	Unit 1: 1.MD.C.4*, 1.OA.A.1*, 1.OA.C.5*, 1.OA.C.6*  Unit 2: 1.OA.A.1*, 1.OA.B.3*, 1.OA.B.4*, 1.OA.C*, 1.OA.D.7*, 1.OA.D.8*  Unit 3- A portion of these standards will roll over to Q2 for a few days: 1.OA.A.2, 1.OA.B.3*, 1.OA.B.4*, 1.OA.A.C.5*, 1.OA.C.6*, 1.OA.D.7*, 1.OA.D.8*, 1.NBT.B.2.a, 1.NBT.B.2.b	Tentative continuum of Unit 3: 1.OA.A.2, 1.NBT.B.2.a, b  Unit 4: 1.NBT.A.1*, 1.NBT.B.2 (a-c), 1.NBT.B.3, 1.NBT.C.5*  Unit 5: 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6, 1.OA.C.5*, 1.OA.C.6*	Unit 6: 1.MD.A.1, 1.MD.A.2, 1.MD.B.3, 1.NBT.A.1*, 1.OA.A1*  Unit 7: 1.MD.B.3a, 1.G.A.1, 1.G.A.2, 1.G.A.3, 1.MD.C.4*	Unit 8 Review: 1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.C.6, 1.OA.D.8, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6, 1.MD.A.2, 1.MD.C.4 Not in IM but need to teach 1.MD.B.3b



Focus Standards	Q1	Q2	Q3	Q4
Content Standards	Unit 1 *2.OA.A.1, (one step word problems only) *2.OA.B.2, *2.NBT.B.5, 2.MD.D.10  Unit 2 *2.NBT.B.5, *2.NBT.B.6	Unit 3 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, *2.OA.A.1, *2.MD.B.5, *2.NBT.B.5, 2.MD.D.9  Unit 4 *2.MD.B.5, *2.MD.B.6, *2.OA.A.1 (one and two step word problems)	Unit 5 2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4, *2.NBT.B.8  Unit 6 2.G.A.1, 2.G.A.3, 2.MD.C.7, 2.MD.C.8, *2.OA.A.1  Unit 7 *2.NBT.B.7, *2.NBT.B.8, *2.NBT.B.9	Unit 8 2.OA.C.3, 2.OA.C.4, 2.NBT.2, 2.G.A.2  Unit 9 *2.OA.2, *2.NBT.5, *2.NBT.6, *2.NBT.7, *2.NBT.8, *2.NBT.9

	Q1	Q2	Q3	Q4
	Unit 1 3.OA.A.1*, 3.OA.A.3*, 3.OA.A.4*, 3.OA.B.5*, 3.MD.B.3  Unit 2 3.OA.D.8*, 3.MD.C.5ab, 3.MD.C.5.a, 3.MD.C.5.b, 3.MD.C.6, 3.MD.C.7a-d 3.MD.C.7.a, 3.MD.C.7.b, 3.MD.C.7.c*, 3.MD.C.7.d	Unit 3 3.OA.C.7*, 3.OA.D.8*, 3.OA.D.9*, Incorporate 3.OA.D.10, 3.NBT.A.1, 3.NBT.A.2*,  Unit 4 3.OA.A.2, 3.OA.A.3*, 3.OA.A.4*, 3.OA.B.5*, 3.OA.B.6, 3.OA.C.7*, 3.OA.D.8*, 3.OA.D.9*, Incorporate 3.OA.D.10, 3.NBT.A.3, 3.MD.C.7.c*, 3.MD.C.8*	Unit 5 3.G.A.2, 3.NF.A.1, 3.NF.A.2a-c, 3.NF.A.2.a, 3.NF.A.2.b, 3.NF.A.3ab, 3.NF.A.3cd, 3.NF.A.3.a, 3.NF.A.3.b, 3.NF.A.3.c, 3.NF.A.3.d  Unit 6 3.OA.A.1*, 3.OA.A.3*, 3.MD.A.1a, Incorporate 3.MD.A.1b, 3.MD.A.2, 3.MD.B.4  Unit 7 3.OA.C.8*, 3.NBT.A.2*, 3.MD.D.8*, 3.G.A.1	Unit 7 3.OA.D.8*, 3.NBT.A.2*, 3.MD.C.8*, 3.G.A.1  Unit 8 3.OA.A.3, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9, 3.NBT.A.1, 3.NBT.A.2  SSD addition 3.MD.A.1b, 3.OA.D.10



Focus Standards	Q1	Q2	Q3	Q4
Content Standards	Unit 1 (10 days) 4.OA.B.4  Unit 2 (15 days) 4.NF.A.1, 4.NF.A.2  Unit 3 (20 days but continue in Q2) 4.NF.A.1*, 4.NF.A.2*, 4.NF.B.3, 4.NF.B.3.a, 4.NF.B.3.b, 4.NF.B.3.c, 4.NF.B.3.d.	Continue Unit 3 (finish quickly) 4.NF.B.4a-c, 4.NF.B.4.a, 4.NF.B.4.b, 4.NF.B.4.c, 4.MD.A.2*, 4.MD.B.4*  Unit 4 (25 days) 4.NBT.A.1*, 4.NBT.A.2, 4.NBT.A.3, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7  Unit 5 (20 days) 4.OA.A.1, 4.OA.A.2, 4.OA.A.3*,	Continue Unit 5 (finish quickly) 4.OA.C.5, Include 4.OA.C.6 4.NBT.A.1*, 4.NBT.B.5*, 4.MD.A.1, 4.MD.A.2  Unit 6 (20 days) 4.OA.A.3*, Include 4.NBT.B.4, 4.NBT.B.5*, 4.NBT.B.6  Unit 7 (15 days) 4.MD.B.4*, 4.MD.C.5, 4.MD.C.6, 4.MD.C.7  Unit 8 (10 days) 4.G.A.1, 4.G.A.2, 4.G.A.3, 4.MD.A.3	Continue Unit 8 (finish quickly) 4.G.A.1, 4.G.A.2, 4.G.A.3, 4.MD.A.3  Unit 9 4.NF.A.1, 4.NF.A.2, 4.NF.B.3a-d, 4.NF.B.4a-c, 4.OA.A.2, 4.OA.A.3, 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6  SSD Addition 4.OA.C.6

Focus Standards	Q1	Q2	Q3	Q4
Content Standards	Unit 1 (15 days) 5.OA.A.1*, 5.OA.A.2*, Include 5.OA.B.3 Include 5.OA.B.4 5.MD.C.3a 5.MD.C.3b 5.MD.C.4 5.MD.C.5*  Unit 2 (15 days) 5.NF.B.3 5.NF.B.4* 5.NF.B.6*  Begin Unit 3 5.NF.B.4* 5.NF.B.5* 5.NF.B.6* 5.NF.B.7	Continue with Unit 3 5.NF.B.4a-c 5.NF.B.5ab*, 5.NF.B.6 5.NF.B.7  Unit 4 (25 days) 5.NBT.B.5 5.NBT.B.6 5.MD.C.5a-c	Unit 5 (25 days) 5.NBT.A.1 5.NBT.A.2 5.NBT.A.3ab 5.NBT.A.4 5.NBT.B.7  Unit 6 (15 days) 5.NF.A.1 5.NF.A.2 5.NF.B.5* 5.MD.A.1 5.MD.B.2  Begin Unit 7 5.G.A.1 5.G.A.2 5.G.B.3 5.G.B.4	Continue Unit 7 5.G.A.1 5.G.A.2 5.G.B.3 5.G.B.4  Unit 8 (review) 5.OA.A.1 5.OA.A.2 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7 5.MD.C.3 5.MD.C.4 5.MD.C.5 5.NF.A.2 5.NF.B.3 5.NF.B.4  SSD addition 5.OA.B.3 5.OA.B.4



Focus Standards	Q1	Q2	Q3	Q4
Content Standards	<p>Unit 1 (20 days)</p> <p>6.G.A.1* 6.G.A.2*, <b>6.G.A.4</b> 6.EE.A.1-4 <b>6.EE.A.1*</b> 6.EE.A.2.abc <b>6.EE.A.2.a*</b> <b>6.EE.A.2.c*</b></p> <p>Unit 2 (18 days)</p> <p><b>6.RP.A.1</b> 6.RP.A.2*, 6.RP.A.3a-d* <b>6.RP.A.3.a*</b> <b>6.RP.A.3.b*</b></p>	<p>Unit 3 (17 days)</p> <p><b>6.RP.A.2*</b> 6.RP.A.3a*, 6.RP.A.3.b* <b>6.RP.A.3.c*</b> <b>6.RP.A.3.d</b> 6.G.A.1-4 6.RP.A.1-3*</p> <p>Unit 4 (17 days)</p> <p><b>6.NS.A.1</b> <b>6.G.A.1*</b> <b>6.G.A.2*</b></p> <p>Begin Unit 5 (15 days)</p> <p><b>6.NS.B.3*</b> 6.EE.A <b>6.NS.B.2</b> <b>6.EE.A.4*</b></p>	<p>Finish/Review Unit 5</p> <p>UNIT 6 (20 days) 6.NS.B.3*</p> <p><b>6.NS.C.5*</b> <b>6.NS.C.6a-c*</b> <b>6.NS.C.7a-d*</b> 6.EE.A.2a,c* <b>6.EE.B.5*</b> <b>6.EE.B.6*</b> <b>6.EE.B.7</b> 6.RP.A.3c* 6.EE.A.2a,c <b>6.EE.A.3</b> 6.EE.A.4* 6.EE.A.1* <b>6.EE.C.9</b></p> <p>Begin Unit 7 (20 days)</p> <p>6.NS.C.5* 6.NS.C.6a-c* 6.NS.C.6a 6.NS.C.7a-d* 6.NS.C.7c 6.EE.B.5* 6.EE.B.6* <b>6.EE.B.8</b> 6.NS.C.6* 6.NS.C.6bc* <b>6.NS.C.8</b> <b>6.NS.B.4abc</b> 6.G.A.3</p>	<p>Finish Unit 7</p> <p>6.NS.C.8 6.NS.B.4 <b>6.G.A.3</b></p> <p>UNIT 8</p> <p><b>6.SP.A.1</b> <b>6.SP.A.2</b> <b>6.SP.A.3</b> <b>6.SP.B.4</b> <b>6.SP.B.5a-d</b></p>

Focus Standards	Q1	Q2	Q3	Q4
Content Standards	<p>Unit 1 (13 days)</p> <p>7.G.A.1* 7.G.B.4* 7.G.B.6* 7.RP.A.2.ab <b>7.RP.A.3*</b></p> <p>UNIT 2 (15 days)</p> <p><b>7.G.A.1*</b> <b>7.RP.A.2ab*</b> <b>7.RP.A.cd*</b> <b>7.RP.A.1*</b> <b>7.G.B.6*</b> 7.EE.A.1-2*</p>	<p>Unit 3 (10 days)</p> <p>7.G.B.4* 7.RP.A.2ac 7.RP.A.3* 7.G.A.2* <b>7.G.B.4*</b> 7.G.A.1* 7.EE.B.3*</p> <p>UNIT 4 (16 days)</p> <p>7.RP.A.1* 7.RP.A.2a-d* 7.RP.A.3* 7.NS.A.2*</p> <p>Begin Unit 5 (17 days)</p> <p><b>7.NS.A.1ab</b> <b>7.NS.A.1cb</b> <b>7.NS.A.2ab</b> <b>7.NS.A.2cd</b> <b>7.EE.B.4ab*</b> <b>7.NS.A.3</b> 7.RP.A.1-3* <b>7.EE.B.3*</b></p>	<p>UNIT 6 (22 days)</p> <p>7.EE.B.4ab* 7.EE.B.3* <b>7.EE.A.2*</b> <b>7.EE.A.1*</b> 7.NS.A.1c</p> <p>Unit 7 (17 days)</p> <p>7.G.A.1-3 7.G.B.4-6 <b>7.G.B.5</b> 7.EE.B.4 <b>7.G.A.2*</b> <b>7.G.A.3</b> 7.NS.A.1 7.G.B.6* 7.RP.A</p> <p>Begin UNIT 8 (20 days)</p> <p><b>7.SP.C.6</b> <b>7.SP.C.5</b> <b>7.SP.C.7ab</b> 7.RP.A.1-3 <b>7.SP.C.8abc-Not in AZ</b></p>	<p>Continue UNIT 8 (20 days)</p> <p>7.SP.C.6 7.SP.C.5 7.SP.C.7ab <b>7.SP.B.3</b> <b>7.SP.A.1</b> <b>7.SP.A.2</b> <b>7.SP.B.4</b> 7.NS.A.2d</p> <p>Unit 9 (13 days)</p> <p>7.RP.A.3 7.EE.B.4 7.NS.A.3 7.RP.A.2 7.SP.B.4 7.G.A.1 7.G.B.4 7.G.B.6 7.NS.A.2d 7.RP.A.1 7.EE.A.1</p>



Focus Standards	Q1	Q2	Q3	Q4
Content Standards	Unit 1 (17 days) 8.G.A.1 8.G.A.2* 8.G.A.3* 8.G.A.5* 8.G.B.6*	Unit 3 (14 days) 8.EE.B.6* 8.EE.B.5 8.G.A.1* 8.EE.C.8a	Finish Unit 5 (7 days) 8.F.A.1 8.F.A.3 8.G.C.9	Finish UNIT 8 (6 days) 8.G.B.8 8.NS.A.1
	UNIT 2 (13 days) 8.G.A.1-5 8.G.A.3* 8.G.A.2* 8.G.A.4 8.G.A.5* 8.EE.B.6*	UNIT 4 (16 days) 8.EE.C.7ab 8.EE.C.8abc  Begin Unit 5 (15 days) 8.F.A.1 8.F.B.4* 8.F.A.3 8.F.B.5* 8.F.A.2	UNIT 6 (12 days) 8.SP.A.1 8.SP.A.2 8.SP.A.3 8.SP.A.4 Teach 8.SP.B.5a-c  Unit 7 (16 days) 8.EE.A.1 8.EE.A.3 8.EE.A.4  Begin Unit 8 (10 days) 8.EE.A.2ab 8.G.B.6* 8.NS.A.2 8.F.B.4-5* 8.G.B.7 8.EE.A.1-4 Teach 8.NS.A.1 & 8.NS.A.3	Unit 9 (6 days) 8.G.A.1-4 8.G.A.5 8.F.A.1 8.F.B.4-5 8.SP.A.1-4  SSD Add on 8.SP.B.5a-c 8.NS.A.3



## Data:

### 2020-2021 School Year - Academic Achievement Data Analysis:

Annually, achievement data will be analyzed to determine whether instructional practices are to be maintained or modified.

However, due to COVID-19 school closures during the 2019-2020 and 2020-2021 school years, there are no current state assessment results to conduct a growth analysis and identify strengths and trends in the achievement data to guide district initiatives and instructional practices.



**GALILEO:**

BenchMark #1												
Kindergarten						Math						
Reading						Math						
2020-21 Sor	DSS	OGS	TDS	ELC	SSD	2020-21 Sor	DSS	OGS	TDS	ELC	SSD	
(report show 28 of 29		102 of 105		169 of 176		(report show 28 of 29		99 of 105		166 of 176		
AZ-K.RL.2 Ke	15.38%	50.00%	4.90%		14.79%	AZ-K.CC.A.1	10.26%	17.86%	1.01%		6.02%	
AZ-K.RL.6 Cr	35.90%	53.57%	45.10%		44.38%	AZ-K.CC.A.2	76.92%	78.57%	61.62%	6.67%	68.07%	
AZ-K.RL.7 In	58.97%	89.29%	50.98%		59.17%	AZ-K.CC.A.3	61.54%	46.43%	74.75%	18.33%	66.87%	
AZ-K.RI.5 Cr	38.46%	75.00%	22.55%		34.91%	AZ-K.CC.B.4	79.49%	71.43%	60.61%	68.33%	66.87%	
AZ-K.RI.6 Cr	23.08%	46.43%	24.51%		27.81%	AZ-K.CC.B.5	89.74%	85.71%	71.72%	20.00%	78.31%	
AZ-K.RI.7 Int	41.03%	78.57%	19.61%		34.32%	AZ-K.CC.C.6	35.90%	85.71%	6.06%	31.67%	26.51%	
AZ-K.RF.1a P	25.64%	53.57%	0.00%	8.06%	14.79%	AZ-K.CC.C.7	76.92%	89.29%	66.67%	51.67%	72.89%	
AZ-K.RF.1c P	20.51%	85.71%	38.24%		42.01%							
AZ-K.RF.1d F	92.31%	92.86%	66.67%		76.92%							
AZ-K.RF.1e P	43.59%	64.29%	25.49%	8.06%	36.09%							
AZ-K.RF.3c P	2.56%	14.29%	4.90%		5.92%							
Online Test												
2020-21 ATI Desert Sono Orange Grov Tierra del So Valle Del Enc Somerton School District 11						2020-21 ATI Desert Sono Orange Grov Tierra del So Valle Del Enc Somerton School District 11						
(report show 62 of 65						(report show 60 of 65						
AZ-K.RL.1 Ke NaN	NaN	NaN	NaN	54.84%	54.84%	AZ-K.CC.A.2 NaN	NaN	NaN	NaN	6.67%	6.67%	
AZ-K.RL.3 Ke NaN	NaN	NaN	NaN	38.71%	38.71%	AZ-K.CC.A.3 NaN	NaN	NaN	NaN	18.33%	18.33%	
AZ-K.RI.1 Ke NaN	NaN	NaN	NaN	46.77%	46.77%	AZ-K.CC.B.4 NaN	NaN	NaN	NaN	68.33%	68.33%	
AZ-K.RI.2 Ke NaN	NaN	NaN	NaN	51.61%	51.61%	AZ-K.CC.B.4I NaN	NaN	NaN	NaN	51.67%	51.67%	
AZ-K.RF.1a P NaN	NaN	NaN	NaN	8.06%	8.06%	AZ-K.CC.B.4C NaN	NaN	NaN	NaN	16.67%	16.67%	
AZ-K.RF.1e P NaN	NaN	NaN	NaN	8.06%	8.06%	AZ-K.CC.B.5 NaN	NaN	NaN	NaN	20.00%	20.00%	
AZ-K.RF.1f P NaN	NaN	NaN	NaN	35.48%	35.48%	AZ-K.CC.C.6 NaN	NaN	NaN	NaN	31.67%	31.67%	
AZ-K.RF.2b F NaN	NaN	NaN	NaN	3.23%	3.23%	AZ-K.CC.C.7 NaN	NaN	NaN	NaN	51.67%	51.67%	
AZ-K.RF.2c P NaN	NaN	NaN	NaN	40.32%	40.32%	AZ-K.OA.A.1 NaN	NaN	NaN	NaN	0.00%	0.00%	
AZ-K.RF.2d F NaN	NaN	NaN	NaN	40.32%	40.32%	AZ-K.OA.A.2 NaN	NaN	NaN	NaN	1.67%	1.67%	
AZ-K.RF.3a P NaN	NaN	NaN	NaN	30.65%	30.65%	AZ-K.OA.A.3 NaN	NaN	NaN	NaN	25.00%	25.00%	
AZ-K.L.5a Vo NaN	NaN	NaN	NaN	19.35%	19.35%	AZ-K.OA.A.4 NaN	NaN	NaN	NaN	20.00%	20.00%	
AZ-K.L.5b Vc NaN	NaN	NaN	NaN	27.42%	27.42%	AZ-K.OA.A.5 NaN	NaN	NaN	NaN	0.00%	0.00%	
						AZ-K.NBT.A.1 NaN	NaN	NaN	NaN	1.67%	1.67%	
						AZ-K.NBT.B.1 NaN	NaN	NaN	NaN	11.67%	11.67%	
						AZ-K.MD.A.1 NaN	NaN	NaN	NaN	8.33%	8.33%	
						AZ-K.MD.A.2 NaN	NaN	NaN	NaN	25.00%	25.00%	
						AZ-K.MD.B.3 NaN	NaN	NaN	NaN	46.67%	46.67%	
						AZ-K.G.A.1 C NaN	NaN	NaN	NaN	3.33%	3.33%	
						AZ-K.G.A.2 C NaN	NaN	NaN	NaN	25.00%	25.00%	
						AZ-K.G.A.3 C NaN	NaN	NaN	NaN	45.00%	45.00%	
						AZ-K.G.B.4 A NaN	NaN	NaN	NaN	41.67%	41.67%	
						AZ-K.G.B.5 N NaN	NaN	NaN	NaN	8.33%	8.33%	
						AZ-K.G.B.6 L NaN	NaN	NaN	NaN	36.67%	36.67%	



BenchMark #2											
Kindergarten											
Reading						Math					
2020-21 Som Desert Sonora Orange Grov Tierra del Sol Valle Del Enc Somerton School District 11						2020-21 Som Desert Sonora Orange Grov Tierra del Sol Valle Del Enc Somerton School District 11					
(report shows 41 of 41 27 of 27 104 of 106 172 of 174)						(report shows 41 of 41 27 of 27 104 of 106 172 of 174)					
AZ-K.RI.2 Ke	43.90%	74.07%	58.65%	21.31%	57.56%	AZ-K.CC.A.2	75.61%	92.59%	70.19%	15.00%	75.00%
AZ-K.RF.2a F	51.22%	85.19%	56.73%	NaN	59.88%	AZ-K.CC.A.3	51.22%	55.56%	47.12%	68.33%	49.42%
AZ-K.RF.2b F	12.20%	33.33%	19.23%	NaN	19.77%	AZ-K.OA.A.1	65.85%	92.59%	55.77%	13.33%	63.95%
AZ-K.RF.2c F	41.46%	62.96%	43.27%	26.23%	45.93%	AZ-K.OA.A.2	65.85%	77.78%	62.50%	8.33%	65.70%
AZ-K.RF.2d F	29.27%	59.26%	29.81%	39.34%	34.30%	AZ-K.MD.A.1	87.80%	92.59%	66.35%	38.33%	75.58%
AZ-K.RF.2e F	26.83%	55.56%	33.65%	32.79%	35.47%	AZ-K.MD.A.2	97.56%	92.59%	98.08%	18.33%	97.09%
AZ-K.RF.3c F	9.76%	18.52%	7.69%	14.75%	9.88%	AZ-K.MD.B.3	87.80%	92.59%	92.31%	36.67%	91.28%
Online Test						Online Test					
2020-21 ATI / Desert Sonora Orange Grov Tierra del Sol Valle Del Enc Somerton School District 11						2020-21 ATI / Desert Sonora Orange Grov Tierra del Sol Valle Del Enc Somerton School District 11					
(report shows percentage of students who met the lea 61 of 64 61 of 64)						(report shows percentage of students who met the lea 60 of 64 60 of 64)					
AZ-K.RL.1 Ke	NaN	NaN	NaN	68.85%	68.85%	AZ-K.CC.A.2	NaN	NaN	NaN	15.00%	15.00%
AZ-K.RL.2 Ke	NaN	NaN	NaN	42.62%	42.62%	AZ-K.CC.A.3	NaN	NaN	NaN	68.33%	68.33%
AZ-K.RI.1 Ke	NaN	NaN	NaN	11.48%	11.48%	AZ-K.CC.B.4	NaN	NaN	NaN	68.33%	68.33%
AZ-K.RI.2 Ke	NaN	NaN	NaN	21.31%	21.31%	AZ-K.CC.B.4	NaN	NaN	NaN	63.33%	63.33%
AZ-K.RF.1a F	NaN	NaN	NaN	44.26%	44.26%	AZ-K.CC.B.4	NaN	NaN	NaN	36.67%	36.67%
AZ-K.RF.1b F	NaN	NaN	NaN	13.11%	13.11%	AZ-K.CC.B.5	NaN	NaN	NaN	38.33%	38.33%
AZ-K.RF.1f P	NaN	NaN	NaN	57.38%	57.38%	AZ-K.CC.C.6	NaN	NaN	NaN	33.33%	33.33%
AZ-K.RF.2c F	NaN	NaN	NaN	26.23%	26.23%	AZ-K.CC.C.7	NaN	NaN	NaN	46.67%	46.67%
AZ-K.RF.2d F	NaN	NaN	NaN	39.34%	39.34%	AZ-K.OA.A.1	NaN	NaN	NaN	13.33%	13.33%
AZ-K.RF.2e F	NaN	NaN	NaN	32.79%	32.79%	AZ-K.OA.A.2	NaN	NaN	NaN	8.33%	8.33%
AZ-K.RF.3a F	NaN	NaN	NaN	54.10%	54.10%	AZ-K.OA.A.3	NaN	NaN	NaN	38.33%	38.33%
AZ-K.RF.3c F	NaN	NaN	NaN	14.75%	14.75%	AZ-K.OA.A.4	NaN	NaN	NaN	20.00%	20.00%
AZ-K.RF.3d F	NaN	NaN	NaN	19.67%	19.67%	AZ-K.OA.A.5	NaN	NaN	NaN	36.67%	36.67%
AZ-K.L.5a Vc	NaN	NaN	NaN	11.48%	11.48%	AZ-K.NBT.A.1	NaN	NaN	NaN	6.67%	6.67%
AZ-K.L.5b Vc	NaN	NaN	NaN	11.48%	11.48%	AZ-K.NBT.B.1	NaN	NaN	NaN	35.00%	35.00%
AZ-K.L.5c Vc	NaN	NaN	NaN	83.61%	83.61%	AZ-K.MD.A.1	NaN	NaN	NaN	38.33%	38.33%
						AZ-K.MD.A.2	NaN	NaN	NaN	18.33%	18.33%
						AZ-K.MD.B.3	NaN	NaN	NaN	36.67%	36.67%
						AZ-K.G.A.1 C	NaN	NaN	NaN	53.33%	53.33%
						AZ-K.G.A.2 C	NaN	NaN	NaN	46.67%	46.67%
						AZ-K.G.A.3 I	NaN	NaN	NaN	16.67%	16.67%
						AZ-K.G.B.4 F	NaN	NaN	NaN	66.67%	66.67%
						AZ-K.G.B.5 M	NaN	NaN	NaN	20.00%	20.00%
						AZ-K.G.B.6 U	NaN	NaN	NaN	50.00%	50.00%



BenchMark #3											
Kindergarten					Math						
Reading					Math						
2020-21 Som	Desert Sonor	Orange Grov	Tierra del Sol Valle Del Enc	Somerton School District 11	2020-21 Som	Desert Sonor	Orange Grov	Tierra del Sol Valle Del Enc	Somerton School District 11		
(report shows 42 of 43)	30 of 30	107 of 107		179 of 180	(report shows 42 of 43)	30 of 30	107 of 107		179 of 180		
AZ-K.RL.4 Cr	21.43%	56.67%	22.43%	NaN	27.93%	AZ-K.CC.A.2	64.29%	73.33%	39.25%	NaN	50.84%
AZ-K.RL.9 Int	33.33%	60.00%	15.89%	NaN	27.37%	AZ-K.CC.A.3	54.76%	60.00%	46.73%	NaN	50.84%
AZ-K.RI.4 Cr	28.57%	63.33%	20.56%	NaN	29.61%	AZ-K.OA.A.4	14.29%	70.00%	10.28%	NaN	21.23%
AZ-K.RI.8 Int	50.00%	76.67%	37.38%	NaN	46.93%	AZ-K.OA.A.5	73.81%	86.67%	75.70%	NaN	77.09%
AZ-K.RI.9 Int	4.76%	53.33%	11.21%	NaN	16.76%	AZ-K.NBT.A.	16.67%	50.00%	9.35%	NaN	17.88%
AZ-K.RF.3b F	40.48%	46.67%	20.56%	NaN	29.61%	AZ-K.NBT.B.	33.33%	63.33%	16.82%	NaN	28.49%
AZ-K.RF.3c F	30.95%	43.33%	14.95%	NaN	23.46%	AZ-K.G.A.1 C	73.81%	96.67%	75.70%	NaN	78.77%
AZ-K.RF.3d F	61.90%	70.00%	44.86%	NaN	53.07%	AZ-K.G.A.2 C	59.52%	76.67%	55.14%	NaN	59.78%
						AZ-K.G.A.3 I	54.76%	90.00%	44.86%	NaN	54.75%

Online Test											
2020-21 ATI / Desert Sonor Orange Grov Tierra del Sol Valle Del Enc Somerton School District 11					2020-21 ATI / Desert Sonor Orange Grov Tierra del Sol Valle Del Enc Somerton School District 11						
(report shows percentage of students who met the lea					(report shows percentage of students who met the lea						
	61 of 66			61 of 66					61 of 66	61 of 66	
AZ-K.RL.1 Kc	NaN	NaN	NaN	77.05%	77.05%	AZ-K.CC.A.2	NaN	NaN	NaN	39.34%	39.34%
AZ-K.RL.2 Kc	NaN	NaN	NaN	3.28%	3.28%	AZ-K.CC.A.3	NaN	NaN	NaN	40.98%	40.98%
AZ-K.RL.3 Kc	NaN	NaN	NaN	47.54%	47.54%	AZ-K.CC.B.4	NaN	NaN	NaN	59.02%	59.02%
AZ-K.RL.4 Cr	NaN	NaN	NaN	8.20%	8.20%	AZ-K.CC.B.4	NaN	NaN	NaN	54.10%	54.10%
AZ-K.RL.6 Cr	NaN	NaN	NaN	14.75%	14.75%	AZ-K.CC.B.4	NaN	NaN	NaN	36.07%	36.07%
AZ-K.RL.7 Int	NaN	NaN	NaN	57.38%	57.38%	AZ-K.CC.B.5	NaN	NaN	NaN	32.79%	32.79%
AZ-K.RI.1 Ke	NaN	NaN	NaN	13.11%	13.11%	AZ-K.CC.C.6	NaN	NaN	NaN	18.03%	18.03%
AZ-K.RI.2 Ke	NaN	NaN	NaN	40.98%	40.98%	AZ-K.CC.C.7	NaN	NaN	NaN	60.66%	60.66%
AZ-K.RI.3 Ke	NaN	NaN	NaN	14.75%	14.75%	AZ-K.OA.A.1	NaN	NaN	NaN	8.20%	8.20%
AZ-K.RI.4 Cr	NaN	NaN	NaN	45.90%	45.90%	AZ-K.OA.A.2	NaN	NaN	NaN	4.92%	4.92%
AZ-K.RI.5 Cr	NaN	NaN	NaN	29.51%	29.51%	AZ-K.OA.A.3	NaN	NaN	NaN	21.31%	21.31%
AZ-K.RI.6 Cr	NaN	NaN	NaN	16.39%	16.39%	AZ-K.OA.A.4	NaN	NaN	NaN	39.34%	39.34%
AZ-K.RI.7 Int	NaN	NaN	NaN	67.21%	67.21%	AZ-K.OA.A.5	NaN	NaN	NaN	44.26%	44.26%
AZ-K.RF.1a F	NaN	NaN	NaN	42.62%	42.62%	AZ-K.NBT.A.	NaN	NaN	NaN	4.92%	4.92%
AZ-K.RF.1F P	NaN	NaN	NaN	62.30%	62.30%	AZ-K.NBT.B.	NaN	NaN	NaN	13.11%	13.11%
AZ-K.RF.2b F	NaN	NaN	NaN	1.64%	1.64%	AZ-K.MD.A.1	NaN	NaN	NaN	21.31%	21.31%
AZ-K.RF.2c F	NaN	NaN	NaN	14.75%	14.75%	AZ-K.MD.A.2	NaN	NaN	NaN	44.26%	44.26%
AZ-K.RF.2d F	NaN	NaN	NaN	34.43%	34.43%	AZ-K.MD.B.3	NaN	NaN	NaN	50.82%	50.82%
AZ-K.RF.2e F	NaN	NaN	NaN	37.70%	37.70%	AZ-K.G.A.1 C	NaN	NaN	NaN	55.74%	55.74%
AZ-K.RF.3a F	NaN	NaN	NaN	45.90%	45.90%	AZ-K.G.A.2 C	NaN	NaN	NaN	40.98%	40.98%
AZ-K.RF.3c F	NaN	NaN	NaN	24.59%	24.59%	AZ-K.G.A.3 I	NaN	NaN	NaN	19.67%	19.67%
AZ-K.RF.3d F	NaN	NaN	NaN	18.03%	18.03%	AZ-K.G.B.4 F	NaN	NaN	NaN	34.43%	34.43%
AZ-K.L.5a Vc	NaN	NaN	NaN	13.11%	13.11%	AZ-K.G.B.5 A	NaN	NaN	NaN	34.43%	34.43%
AZ-K.L.5b Vc	NaN	NaN	NaN	37.70%	37.70%	AZ-K.G.B.6 U	NaN	NaN	NaN	32.79%	32.79%
AZ-K.L.5c Vc	NaN	NaN	NaN	40.98%	40.98%						

Kindergarten BenchMark #2												
Reading												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 00 Gr. #2	41	12.1	34.6%	409	Minimally Proficient	30.7%	4.9%	78.0% (32)	17.1% (7)	2.4% (1)	2.4% (1)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 00 Gr. #2	27	19.4	55.3%	481	Minimally Proficient	55.6%	25.9%	51.9% (14)	22.2% (6)	11.1% (3)	14.8% (4)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 00 Gr. #2	104	13.3	38.0%	420	Minimally Proficient	35.6%	7.7%	76.9% (80)	15.4% (16)	5.8% (6)	1.9% (2)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD ELA 00 Gr. #2	172	14	39.9%	427	Minimally Proficient	37.5%	9.9%	73.3% (126)	16.9% (29)	5.8% (10)	4.1% (7)
Online Test												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Valle Del Encanto Elementary Sch	2020-21 ATI AZ TE EL 00 Gr. KG #2	61	12.9	42.8%	427	Minimally Proficient	34.5%	14.8%	82.0% (50)	3.3% (2)	4.9% (3)	9.8% (6)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 ATI AZ TE EL 00 Gr. KG #2	61	12.9	42.8%	427	Minimally Proficient	34.5%	14.8%	82.0% (50)	3.3% (2)	4.9% (3)	9.8% (6)
Math												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 00 Gr. #	41	25.4	66.9%	536	Partially Proficient	76.0%	43.9%	39.0% (16)	17.1% (7)	41.5% (17)	2.4% (1)
Orange Grove Elementary School	2020-21 Somerton ESD Math 00 Gr. #	27	30.2	79.5%	599	Proficient	85.2%	63.0%	18.5% (5)	18.5% (5)	33.3% (9)	29.6% (8)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 00 Gr. #	104	25.1	66.0%	531	Partially Proficient	70.3%	32.7%	40.4% (42)	26.9% (28)	30.8% (32)	1.9% (2)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD Math 00 Gr. #	172	26	68.4%	543	Partially Proficient	74.0%	40.1%	36.6% (63)	23.3% (40)	33.7% (58)	6.4% (11)
Online Test												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Valle Del Encanto Elementary Sch	2020-21 ATI AZ TE EM 00 Gr. KG #2	60	15.9	45.5%	468	Partially Proficient	36.5%	30.0%	55.0% (33)	15.0% (9)	15.0% (9)	15.0% (9)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 ATI AZ TE EM 00 Gr. KG #2	60	15.9	45.5%	468	Partially Proficient	36.5%	30.0%	55.0% (33)	15.0% (9)	15.0% (9)	15.0% (9)



Kindergarten BenchMark #3												
Reading												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 00 Gr. #3	42	13.9	34.7%	422	Minimally Proficient	33.9%	4.8%	88.1% (37)	7.1% (3)	2.4% (1)	2.4% (1)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 00 Gr. #3	30	22.2	55.6%	496	Minimally Proficient	58.8%	30.0%	63.3% (19)	6.7% (2)	13.3% (4)	16.7% (5)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 00 Gr. #3	107	10.9	27.2%	397	Minimally Proficient	23.5%	0.9%	94.4% (101)	4.7% (5)	0.9% (1)	0.0% (0)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD ELA 00 Gr. #3	179	13.5	33.7%	419	Minimally Proficient	31.8%	6.7%	87.7% (157)	5.6% (10)	3.4% (6)	3.4% (6)
Online Test												
School Performance Level Data												
Valle Del Encanto Elementary Sch	2020-21 ATI AZ TE EL 00 Gr. KG #3	61	11.3	37.7%	410	Minimally Proficient	32.4%	6.6%	90.2% (55)	3.3% (2)	6.6% (4)	0.0% (0)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 ATI AZ TE EL 00 Gr. KG #3	61	11.3	37.7%	410	Minimally Proficient	32.4%	6.6%	90.2% (55)	3.3% (2)	6.6% (4)	0.0% (0)
Math												
School Performance Level Data												
Desert Sonora Elementary School	2020-21 Somerton ESD Math 00 Gr. #	42	23.3	48.5%	495	Minimally Proficient	49.5%	19.0%	61.9% (26)	19.0% (8)	19.0% (8)	0.0% (0)
Orange Grove Elementary School	2020-21 Somerton ESD Math 00 Gr. #	30	33.3	69.4%	592	Proficient	74.1%	56.7%	36.7% (11)	6.7% (2)	23.3% (7)	33.3% (10)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 00 Gr. #	107	21.5	44.7%	483	Minimally Proficient	41.5%	9.3%	76.6% (82)	14.0% (15)	6.5% (7)	2.8% (3)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD Math 00 Gr. #	179	23.9	49.7%	504	Minimally Proficient	48.9%	19.6%	66.5% (119)	14.0% (25)	12.3% (22)	7.3% (13)
Online Test												
School Performance Level Data												
Valle Del Encanto Elementary Sch	2020-21 ATI AZ TE EM 00 Gr. KG #3	61	14.9	42.6%	449	Minimally Proficient	33.8%	14.8%	67.2% (41)	18.0% (11)	8.2% (5)	6.6% (4)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 ATI AZ TE EM 00 Gr. KG #3	61	14.9	42.6%	449	Minimally Proficient	33.8%	14.8%	67.2% (41)	18.0% (11)	8.2% (5)	6.6% (4)



SSD Instructional Plan

BenchMark #1													
1st Grade Reading							1st Grade Math						
2020-21 Somerton School District 11							2020-21 Somerton School District 11						
(report shows)	DSS	OGS	TDS	ELC	SSD		(report shows)	DSS	OGS	TDS	ELC	SSD	
59 of 59		103 of 125		236 of 260			59 of 59	100 of 105			233 of 240		
AZ-1.RL.1 Ke	50.00%	32.20%	24.27%	48.44%	34.32%		AZ-1.OA.A.1 U	54.05%	42.37%	50.00%	12.50%	49.36%	
AZ-1.RL.3 Ke	58.11%	55.93%	48.54%		53.39%		AZ-1.OA.B.3 A	62.16%	55.93%	44.00%	28.13%	52.79%	
AZ-1.RI.1 Ke	41.89%	23.73%	27.18%		30.93%		AZ-1.OA.B.4 U	54.05%	37.29%	48.00%	29.69%	47.21%	
AZ-1.RF.1 Pr	59.46%	62.71%	46.60%		54.66%		AZ-1.OA.C.5 R	56.76%	35.59%	45.00%	23.44%	46.35%	
AZ-1.RF.2a P	54.05%	44.07%	22.33%	3.13%	37.71%		AZ-1.OA.C.6 F	66.22%	74.58%	61.00%	35.94%	66.09%	
AZ-1.RF.2b P	77.03%	84.75%	69.90%	71.88%	75.85%		AZ-1.OA.D.7 U	40.54%	28.81%	37.00%	1.56%	36.05%	
AZ-1.RF.2c P	64.86%	71.19%	50.49%	12.50%	60.17%		AZ-1.OA.D.8 C	62.16%	61.02%	49.00%	7.81%	56.22%	
AZ-1.RF.2d P	60.81%	50.85%	44.66%		51.77%								

BenchMark #2													
1st Grade Reading							1st Grade Math						
2020-21 Somerton School District 11							2020-21 Somerton School District 11						
(report shows)	DSS	OGS	TDS	ELC	SSD		(report shows)	DSS	OGS	TDS	ELC	SSD	
75 of 78	58 of 59	103 of 105	2 of 18	238 of 260			75 of 78	58 of 59	103 of 105	59 of 64	236 of 242		
AZ-1.RL.2 Ke	60.00%	65.52%	44.66%	100.00%	55.04%		AZ-1.OA.A.2 S	61.33%	58.62%	60.19%	32.20%	60.17%	
AZ-1.RL.5 Cr	46.67%	60.34%	37.86%	50.00%	46.22%		AZ-1.NBT.B.2	70.67%	74.14%	64.08%	35.59%	68.64%	
AZ-1.RL.6 Cr	60.00%	53.45%	44.66%	100.00%	52.10%		AZ-1.NBT.B.3	65.33%	56.90%	32.04%	57.63%	48.73%	
AZ-1.RI.2 Ke	56.00%	56.90%	35.92%	100.00%	47.90%		AZ-1.NBT.C.4	72.00%	55.17%	57.28%	8.47%	61.44%	
AZ-1.RI.3 Ke	52.00%	53.45%	46.60%	100.00%	50.42%		AZ-1.NBT.C.5	65.33%	50.00%	48.54%	16.95%	54.24%	
AZ-1.RI.5 Cr	53.33%	67.24%	33.98%	100.00%	48.74%		AZ-1.NBT.C.6	64.00%	55.17%	55.34%	33.90%	58.05%	
AZ-1.RF.2f F	61.33%	86.21%	73.79%	0.00%	72.27%								
AZ-1.RF.3a F	61.33%	79.31%	49.51%	0.00%	60.08%								
AZ-1.RF.3c F	53.33%	51.72%	46.60%	50.00%	50.00%								

Online Test														
2020-21 ATI							2020-21 ATI A							
(report shows percentage of students who met the lea							(report shows percentage of students who met the learning standar							
58 of 64				58 of 64			59 of 64				59 of 64		59 of 64	
AZ-1.RL.5 Cr	NaN	NaN	NaN	31.03%	31.03%		AZ-1.OA.A.1 U	2	NaN	NaN	NaN	23.73%	23.73%	23.73%
AZ-1.RL.7 In	NaN	NaN	NaN	24.14%	24.14%		AZ-1.OA.A.2 S	2	NaN	NaN	NaN	32.20%	32.20%	32.20%
AZ-1.RI.2 Ke	NaN	NaN	NaN	63.79%	63.79%		AZ-1.OA.B.3 A	2	NaN	NaN	NaN	35.59%	35.59%	35.59%
AZ-1.RI.3 Ke	NaN	NaN	NaN	32.76%	32.76%		AZ-1.OA.B.4 U	1	NaN	NaN	NaN	33.90%	33.90%	33.90%
AZ-1.RF.2a F	NaN	NaN	NaN	17.24%	17.24%		AZ-1.OA.C.5 F	2	NaN	NaN	NaN	3.39%	3.39%	3.39%
AZ-1.RF.2b F	NaN	NaN	NaN	72.41%	72.41%		AZ-1.OA.C.6 F	2	NaN	NaN	NaN	42.37%	42.37%	42.37%
AZ-1.RF.2c F	NaN	NaN	NaN	17.24%	17.24%		AZ-1.OA.D.7 U	1	NaN	NaN	NaN	11.86%	11.86%	11.86%
AZ-1.RF.2d F	NaN	NaN	NaN	37.93%	37.93%		AZ-1.OA.D.8 C	2	NaN	NaN	NaN	23.73%	23.73%	23.73%



BenchMark #2													
1st Grade													
Reading						Math							
2020-21 Sor Desert Sono Orange Gro Tierra del Sc Valle Del En Somerton School District 11						2020-21 Som Desert Sono Orange Gro Tierra del Sc Valle Del En Somerton School District 11							
(report show 75 of 78 58 of 59 103 of 105 2 of 18 238 of 260)						(report shows 75 of 78 58 of 59 103 of 105 59 of 64 236 of 242)							
AZ-1.RL.2 K	60.00%	65.52%	44.66%	100.00%	55.04%	AZ-1.OA.A.2	61.33%	58.62%	60.19%	32.20%	60.17%		
AZ-1.RL.5 C	46.67%	60.34%	37.86%	50.00%	46.22%	AZ-1.NBT.B.2	70.67%	74.14%	64.08%	35.59%	68.64%		
AZ-1.RL.6 C	60.00%	53.45%	44.66%	100.00%	52.10%	AZ-1.NBT.B.3	65.33%	56.90%	32.04%	57.63%	48.73%		
AZ-1.RI.2 Ke	56.00%	56.90%	35.92%	100.00%	47.90%	AZ-1.NBT.C.4	72.00%	55.17%	57.28%	8.47%	61.44%		
AZ-1.RI.3 Ke	52.00%	53.45%	46.60%	100.00%	50.42%	AZ-1.NBT.C.5	65.33%	50.00%	48.54%	16.95%	54.24%		
AZ-1.RI.5 Cr	53.33%	67.24%	33.98%	100.00%	48.74%	AZ-1.NBT.C.6	64.00%	55.17%	55.34%	33.90%	58.05%		
AZ-1.RF.2f I	61.33%	86.21%	73.79%	0.00%	72.27%								
AZ-1.RF.3a I	61.33%	79.31%	49.51%	0.00%	60.08%								
AZ-1.RF.3c I	53.33%	51.72%	46.60%	50.00%	50.00%								
Online Test						Online Test							
2020-21 ATI Desert Sono Orange Gro Tierra del Sc Valle Del En Somerton School District 11						2020-21 ATI / Item Count Desert Sono Orange Gro Tierra del Sc Valle Del En Selected Sc Somerton School District 11							
(report shows percentage of students who met the 58 of 64 58 of 64)						(report shows percentage of students who met the learning stan 59 of 64 59 of 64 59 of 64)							
AZ-1.RL.5 C	NaN	NaN	NaN	31.03%	31.03%	AZ-1.OA.A.1	2	NaN	NaN	NaN	23.73%	23.73%	23.73%
AZ-1.RL.7 In	NaN	NaN	NaN	24.14%	24.14%	AZ-1.OA.A.2	2	NaN	NaN	NaN	32.20%	32.20%	32.20%
AZ-1.RI.2 Ke	NaN	NaN	NaN	63.79%	63.79%	AZ-1.OA.B.3	2	NaN	NaN	NaN	35.59%	35.59%	35.59%
AZ-1.RI.3 Ke	NaN	NaN	NaN	32.76%	32.76%	AZ-1.OA.B.4	1	NaN	NaN	NaN	33.90%	33.90%	33.90%
AZ-1.RF.2a I	NaN	NaN	NaN	17.24%	17.24%	AZ-1.OA.C.5	2	NaN	NaN	NaN	3.39%	3.39%	3.39%
AZ-1.RF.2b I	NaN	NaN	NaN	72.41%	72.41%	AZ-1.OA.C.6	2	NaN	NaN	NaN	42.37%	42.37%	42.37%
AZ-1.RF.2c I	NaN	NaN	NaN	17.24%	17.24%	AZ-1.OA.D.7	1	NaN	NaN	NaN	11.86%	11.86%	11.86%
AZ-1.RF.2d I	NaN	NaN	NaN	37.93%	37.93%	AZ-1.OA.D.8	2	NaN	NaN	NaN	23.73%	23.73%	23.73%
AZ-1.RF.3a I	NaN	NaN	NaN	51.72%	51.72%	AZ-1.NBT.A.1	2	NaN	NaN	NaN	40.68%	40.68%	40.68%
AZ-1.RF.3b I	NaN	NaN	NaN	55.17%	55.17%	AZ-1.NBT.B.2	1	NaN	NaN	NaN	33.90%	33.90%	33.90%
AZ-1.RF.3c I	NaN	NaN	NaN	27.59%	27.59%	AZ-1.NBT.B.2	1	NaN	NaN	NaN	35.59%	35.59%	35.59%
AZ-1.RF.3e I	NaN	NaN	NaN	68.97%	68.97%	AZ-1.NBT.B.2	1	NaN	NaN	NaN	37.29%	37.29%	37.29%
AZ-1.RF.3f F	NaN	NaN	NaN	60.34%	60.34%	AZ-1.NBT.B.2	1	NaN	NaN	NaN	25.42%	25.42%	25.42%
AZ-1.L.1b C	NaN	NaN	NaN	37.93%	37.93%	AZ-1.NBT.B.3	1	NaN	NaN	NaN	57.63%	57.63%	57.63%
AZ-1.L.1c C	NaN	NaN	NaN	62.07%	62.07%	AZ-1.NBT.C.4	2	NaN	NaN	NaN	8.47%	8.47%	8.47%
AZ-1.L.1f Cd	NaN	NaN	NaN	32.76%	32.76%	AZ-1.NBT.C.5	2	NaN	NaN	NaN	16.95%	16.95%	16.95%
AZ-1.L.1g C	NaN	NaN	NaN	60.34%	60.34%	AZ-1.NBT.C.6	1	NaN	NaN	NaN	33.90%	33.90%	33.90%
AZ-1.L.1h C	NaN	NaN	NaN	56.90%	56.90%	AZ-1.MD.A.1	1	NaN	NaN	NaN	44.07%	44.07%	44.07%
AZ-1.L.2b C	NaN	NaN	NaN	70.69%	70.69%	AZ-1.MD.A.2	2	NaN	NaN	NaN	16.95%	16.95%	16.95%
AZ-1.L.4a V	NaN	NaN	NaN	72.41%	72.41%	AZ-1.MD.B.3a	2	NaN	NaN	NaN	5.08%	5.08%	5.08%
AZ-1.L.4c V	NaN	NaN	NaN	36.21%	36.21%	AZ-1.MD.C.4	1	NaN	NaN	NaN	25.42%	25.42%	25.42%
AZ-1.L.5a V	NaN	NaN	NaN	27.59%	27.59%	AZ-1.G.A.1 D	1	NaN	NaN	NaN	10.17%	10.17%	10.17%
AZ-1.L.5b V	NaN	NaN	NaN	79.31%	79.31%	AZ-1.G.A.2 C	1	NaN	NaN	NaN	55.93%	55.93%	55.93%
						AZ-1.G.A.3 P	1	NaN	NaN	NaN	20.34%	20.34%	20.34%

BenchMark #3											
1st Grade											
Reading						Math					
2020-21 Sor Desert Sono Orange Gro Tierra del So Valle Del Enc Somerton School District 11						2020-21 Som Desert Sono Orange Gro Tierra del So Valle Del Enc Somerton School District 11					
(report show 72 of 77 61 of 61 105 of 106 238 of 244)						(report shows 73 of 77 61 of 61 104 of 106 238 of 244)					
AZ-1.RL.7 In	52.78%	55.74%	40.00%	NaN	47.90%	AZ-1.NBT.A.1	76.71%	91.80%	74.04%	NaN	79.41%
AZ-1.RL.9 In	47.22%	52.46%	43.81%	NaN	47.06%	AZ-1.MD.A.1	61.64%	73.77%	53.85%	NaN	61.34%
AZ-1.RI.4 Cr	41.67%	55.74%	35.24%	NaN	42.44%	AZ-1.MD.A.2	53.42%	88.52%	40.38%	NaN	56.72%
AZ-1.RI.6 Cr	22.22%	44.26%	24.76%	NaN	28.99%	AZ-1.MD.B.3a	41.10%	65.57%	12.50%	NaN	34.87%
AZ-1.RI.7 Int	38.89%	45.90%	31.43%	NaN	37.39%	AZ-1.MD.C.4	45.21%	68.85%	35.58%	NaN	47.06%
AZ-1.RI.8 Int	52.78%	52.46%	43.81%	NaN	48.74%	AZ-1.G.A.1 D	27.40%	68.85%	17.31%	NaN	33.61%
AZ-1.RI.9 Int	23.61%	40.98%	20.00%	NaN	26.47%	AZ-1.G.A.2 C	72.60%	85.25%	54.81%	NaN	68.07%
AZ-1.RF.3d	52.78%	67.21%	26.67%	NaN	44.96%	AZ-1.G.A.3 P	57.53%	91.80%	42.31%	NaN	59.66%
AZ-1.RF.3e F	55.56%	70.49%	39.05%	NaN	52.10%						
AZ-1.RF.3f P	56.94%	62.30%	59.05%	NaN	59.24%						
Online Test						Online Test					
2020-21 ATI Desert Sono Orange Gro Tierra del So Valle Del Enc Somerton School District 11						2020-21 ATI A Desert Sono Orange Gro Tierra del So Valle Del Enc Somerton School District 11					
(report shows percentage of students who met the lea 62 of 64 62 of 64)						(report shows percentage of students who met the lea 62 of 64 62 of 64)					
AZ-1.RL.1 K	NaN	NaN	NaN	70.97%	70.97%	AZ-1.OA.A.1	NaN	NaN	NaN	22.58%	22.58%
AZ-1.RL.2 K	NaN	NaN	NaN	48.39%	48.39%	AZ-1.OA.A.2	NaN	NaN	NaN	32.26%	32.26%
AZ-1.RL.3 K	NaN	NaN	NaN	33.87%	33.87%	AZ-1.OA.B.3	NaN	NaN	NaN	29.03%	29.03%
AZ-1.RL.4 C	NaN	NaN	NaN	45.16%	45.16%	AZ-1.OA.B.4	NaN	NaN	NaN	40.32%	40.32%
AZ-1.RI.1 Ke	NaN	NaN	NaN	54.84%	54.84%	AZ-1.OA.C.5	NaN	NaN	NaN	3.23%	3.23%
AZ-1.RI.2 Ke	NaN	NaN	NaN	30.65%	30.65%	AZ-1.OA.C.6	NaN	NaN	NaN	43.55%	43.55%
AZ-1.RI.3 Ke	NaN	NaN	NaN	46.77%	46.77%	AZ-1.OA.D.7	NaN	NaN	NaN	3.23%	3.23%
AZ-1.RI.5 Cr	NaN	NaN	NaN	3.23%	3.23%	AZ-1.OA.D.8	NaN	NaN	NaN	12.90%	12.90%
AZ-1.RI.7 Int	NaN	NaN	NaN	1.61%	1.61%	AZ-1.NBT.A.1	NaN	NaN	NaN	29.03%	29.03%
AZ-1.RF.1a F	NaN	NaN	NaN	11.29%	11.29%	AZ-1.NBT.B.2	NaN	NaN	NaN	32.26%	32.26%
AZ-1.RF.2a F	NaN	NaN	NaN	4.84%	4.84%	AZ-1.NBT.B.2	NaN	NaN	NaN	48.39%	48.39%
AZ-1.RF.3a F	NaN	NaN	NaN	41.94%	41.94%	AZ-1.NBT.B.2	NaN	NaN	NaN	37.10%	37.10%
AZ-1.RF.3b F	NaN	NaN	NaN	75.81%	75.81%	AZ-1.NBT.B.2	NaN	NaN	NaN	20.97%	20.97%
AZ-1.RF.3c F	NaN	NaN	NaN	0.00%	0.00%	AZ-1.NBT.B.3	NaN	NaN	NaN	90.32%	90.32%
AZ-1.RF.3e F	NaN	NaN	NaN	58.06%	58.06%	AZ-1.NBT.C.4	NaN	NaN	NaN	22.58%	22.58%
AZ-1.RF.3f P	NaN	NaN	NaN	67.74%	67.74%	AZ-1.NBT.C.5	NaN	NaN	NaN	6.45%	6.45%
AZ-1.L.1c C	NaN	NaN	NaN	58.06%	58.06%	AZ-1.NBT.C.6	NaN	NaN	NaN	32.26%	32.26%
AZ-1.L.1f C	NaN	NaN	NaN	53.23%	53.23%	AZ-1.MD.A.1	NaN	NaN	NaN	75.81%	75.81%
AZ-1.L.1h C	NaN	NaN	NaN	29.03%	29.03%	AZ-1.MD.A.2	NaN	NaN	NaN	22.58%	22.58%
AZ-1.L.2b C	NaN	NaN	NaN	62.90%	62.90%	AZ-1.MD.B.3a	NaN	NaN	NaN	14.52%	14.52%
AZ-1.L.4a V	NaN	NaN	NaN	66.13%	66.13%	AZ-1.MD.C.4	NaN	NaN	NaN	48.39%	48.39%
AZ-1.L.4c V	NaN	NaN	NaN	62.90%	62.90%	AZ-1.G.A.1 D	NaN	NaN	NaN	37.10%	37.10%
AZ-1.L.5b V	NaN	NaN	NaN	75.81%	75.81%	AZ-1.G.A.2 C	NaN	NaN	NaN	64.52%	64.52%
						AZ-1.G.A.3 P	NaN	NaN	NaN	77.42%	77.42%



First Grade Benchmark #2												
Reading												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 01 Gr. #2	75	25.5	56.7%	565	Minimally Proficient	56.0%	25.3%	50.7% (38)	24.0% (18)	13.3% (10)	12.0% (9)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 01 Gr. #2	58	27	60.1%	581	Partially Proficient	63.8%	19.0%	44.8% (26)	36.2% (21)	12.1% (7)	6.9% (4)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 01 Gr. #2	103	21.7	48.3%	521	Minimally Proficient	46.0%	10.7%	75.7% (78)	13.6% (14)	7.8% (8)	2.9% (3)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 01 Gr. #2	2	28.5	63.3%	600	Partially Proficient	66.7%	50.0%	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD ELA 01 Gr. #2	238	24.3	54.0%	550	Minimally Proficient	53.6%	17.6%	60.1% (143)	22.3% (53)	10.9% (26)	6.7% (16)
Online Test												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Valle Del Encanto Elementary School	2020-21 ATI AZ TE EL 01 Gr. #2	58	15.4	53.2%	574	Partially Proficient	47.7%	22.4%	44.8% (26)	32.8% (19)	5.2% (3)	17.2% (10)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 ATI AZ TE EL 01 Gr. #2	58	15.4	53.2%	574	Partially Proficient	47.7%	22.4%	44.8% (26)	32.8% (19)	5.2% (3)	17.2% (10)
Math												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 01 Gr. #2	75	19.4	64.7%	601	Proficient	66.4%	53.3%	26.7% (20)	20.0% (15)	24.0% (18)	29.3% (22)
Orange Grove Elementary School	2020-21 Somerton ESD Math 01 Gr. #2	58	17.3	57.6%	562	Partially Proficient	58.3%	46.6%	36.2% (21)	17.2% (10)	41.4% (24)	5.2% (3)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 01 Gr. #2	103	16.2	54.0%	548	Partially Proficient	52.9%	35.9%	39.8% (41)	24.3% (25)	21.4% (22)	14.6% (15)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD Math 01 Gr. #2	236	17.5	58.3%	568	Partially Proficient	58.5%	44.1%	34.7% (82)	21.2% (50)	27.1% (64)	16.9% (40)
Online Test												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Valle Del Encanto Elementary School	2020-21 ATI AZ TE EM 01 Gr. #2	59	11.8	33.7%	510	Partially Proficient	28.1%	28.8%	57.6% (34)	13.6% (8)	11.9% (7)	16.9% (10)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 ATI AZ TE EM 01 Gr. #2	59	11.8	33.7%	510	Partially Proficient	28.1%	28.8%	57.6% (34)	13.6% (8)	11.9% (7)	16.9% (10)
First Grade Benchmark #3												
Reading												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 01 Gr. #3	72	23.9	47.8%	529	Minimally Proficient	44.4%	12.5%	68.1% (49)	19.4% (14)	9.7% (7)	2.8% (2)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 01 Gr. #3	61	27.8	55.6%	570	Minimally Proficient	54.8%	26.2%	50.8% (31)	23.0% (14)	14.8% (9)	11.5% (7)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 01 Gr. #3	105	21.1	42.3%	499	Minimally Proficient	36.4%	6.7%	81.0% (85)	12.4% (13)	5.7% (6)	1.0% (1)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD ELA 01 Gr. #3	238	23.7	47.4%	526	Minimally Proficient	43.5%	13.4%	69.3% (165)	17.2% (41)	9.2% (22)	4.2% (10)
Online Test												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Valle Del Encanto Elementary School	2020-21 ATI AZ TE EL 01 Gr. #3	62	14.3	47.8%	549	Minimally Proficient	43.6%	24.2%	61.3% (38)	14.5% (9)	19.4% (12)	4.8% (3)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 ATI AZ TE EL 01 Gr. #3	62	14.3	47.8%	549	Minimally Proficient	43.6%	24.2%	61.3% (38)	14.5% (9)	19.4% (12)	4.8% (3)
Math												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 01 Gr. #3	73	21.2	52.9%	523	Minimally Proficient	54.5%	13.7%	67.1% (49)	19.2% (14)	11.0% (8)	2.7% (2)
Orange Grove Elementary School	2020-21 Somerton ESD Math 01 Gr. #3	61	28.3	70.8%	622	Partially Proficient	79.3%	37.7%	29.5% (18)	32.8% (20)	26.2% (16)	11.5% (7)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 01 Gr. #3	104	18.1	45.2%	481	Minimally Proficient	41.3%	3.8%	89.4% (93)	6.7% (7)	3.8% (4)	0.0% (0)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD Math 01 Gr. #3	238	21.6	54.1%	530	Minimally Proficient	55.1%	15.5%	67.2% (160)	17.2% (41)	11.8% (28)	3.8% (9)
Online Test												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Valle Del Encanto Elementary School	2020-21 ATI AZ TE EM 01 Gr. #3	62	13.4	38.2%	537	Partially Proficient	35.3%	29.0%	48.4% (30)	22.6% (14)	17.7% (11)	11.3% (7)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 ATI AZ TE EM 01 Gr. #3	62	13.4	38.2%	537	Partially Proficient	35.3%	29.0%	48.4% (30)	22.6% (14)	17.7% (11)	11.3% (7)



BenchMark #1											
2nd Grade Reading						Math					
2020-21 Son DSS	OGS	TDS	ELC	SSD		2020-21 Son DSS	OGS	TDS	ELC	SSD	
(report show 64 of 67)	95 of 97	70 of 72	284 of 292			(report show 64 of 67)	96 of 97	70 of 72	285 of 292		
AZ-2.RL.1 Ke	60.00%	50.00%	68.42%	65.71%	61.97%	AZ-2.OA.A.1	74.55%	75.00%	73.96%	77.14%	75.09%
AZ-2.RL.4 Cr	41.82%	45.31%	44.21%	38.57%	42.61%	AZ-2.OA.B.2	87.27%	89.06%	88.54%	85.71%	87.72%
AZ-2.RL.7 Int	54.55%	59.38%	58.95%	65.71%	59.86%	AZ-2.NBT.B.5	80.00%	82.81%	70.83%	80.00%	77.54%
AZ-2.RI.1 Key	43.64%	34.38%	41.05%	38.57%	39.44%	AZ-2.NBT.B.6	78.18%	76.56%	68.75%	68.57%	72.28%
AZ-2.RI.4 Cra	50.91%	40.63%	53.68%	50.00%	49.30%	AZ-2.MD.D.1	63.64%	56.25%	54.17%	60.00%	57.89%
AZ-2.RI.7 Int	69.09%	50.00%	55.79%	50.00%	55.63%						
AZ-2.RF.3a P	69.09%	59.38%	63.16%	57.14%	61.97%						

BenchMark #2											
2nd Grade Reading						Math					
2020-21 Som	Desert Sonor	Orange Grov	Tierra del Sol	Valle Del Enc	Somerton School District 11	2020-21 Som	Desert Sonor	Orange Grov	Tierra del Sol	Valle Del Enc	Somerton School District 11
(report shows 55 of 56)	65 of 68	96 of 98	69 of 72	285 of 294		(report shows 55 of 56)	64 of 68	95 of 98	70 of 97	284 of 319	
AZ-2.RL.5 Cr	60.00%	46.15%	62.50%	60.87%	57.89%	AZ-2.OA.A.1	58.18%	56.25%	64.21%	61.43%	60.56%
AZ-2.RL.6 Cr	52.73%	56.92%	58.33%	63.77%	58.25%	AZ-2.MD.A.1	85.45%	81.25%	86.32%	90.00%	85.92%
AZ-2.RL.9 Int	45.45%	49.23%	52.08%	43.48%	48.07%	AZ-2.MD.A.2	60.00%	62.50%	69.47%	65.71%	65.14%
AZ-2.RI.5 Cr	72.73%	69.23%	73.96%	71.01%	71.93%	AZ-2.MD.A.3	80.00%	75.00%	83.16%	85.71%	81.34%
AZ-2.RI.6 Cr	36.36%	43.08%	54.17%	34.78%	43.51%	AZ-2.MD.A.4	50.91%	54.69%	56.84%	57.14%	55.28%
AZ-2.RI.8 Int	45.45%	38.46%	55.21%	46.38%	47.37%	AZ-2.MD.B.5	49.09%	43.75%	52.63%	52.86%	50.00%
AZ-2.RF.3b P	38.18%	43.08%	42.71%	39.13%	41.05%	AZ-2.MD.B.6	70.91%	85.94%	69.47%	72.86%	74.30%
AZ-2.RF.3c P	54.55%	66.15%	59.38%	63.77%	61.05%	AZ-2.MD.D.9	52.73%	67.19%	54.74%	67.14%	60.21%

BenchMark #3											
2nd Grade Reading						Math					
2020-21 Som	Desert Sonor	Orange Grov	Tierra del Sol	Valle Del Enc	Somerton School District 11	2020-21 Som	Desert Sonor	Orange Grov	Tierra del Sol	Valle Del Enc	Somerton School District 11
(report shows 57 of 57)	68 of 68	98 of 98	69 of 71	292 of 294		(report shows 58 of 80)	68 of 68	97 of 98	70 of 71	293 of 317	
AZ-2.RL.2 Ke	45.61%	44.12%	69.39%	49.28%	54.11%	AZ-2.NBT.A.1	82.76%	72.06%	86.60%	75.71%	79.86%
AZ-2.RL.3 Ke	50.88%	41.18%	66.33%	50.72%	53.77%	AZ-2.NBT.A.1	89.66%	92.65%	93.81%	95.71%	93.17%
AZ-2.RI.2 Key	52.63%	36.76%	61.22%	50.72%	51.37%	AZ-2.NBT.A.2	87.93%	80.88%	84.54%	82.86%	83.96%
AZ-2.RI.3 Key	63.16%	54.41%	71.43%	66.67%	64.73%	AZ-2.NBT.A.3	70.69%	63.24%	72.16%	68.57%	68.94%
AZ-2.RI.9 Int	24.56%	25.00%	39.80%	39.13%	33.22%	AZ-2.NBT.A.4	53.45%	52.94%	63.92%	52.86%	56.66%
AZ-2.RF.3d P	63.16%	51.47%	71.43%	71.01%	65.07%	AZ-2.MD.C.7	58.62%	58.82%	53.61%	67.14%	59.04%
AZ-2.RF.3e P	35.09%	45.59%	59.18%	43.48%	47.60%	AZ-2.MD.C.8	79.31%	69.12%	61.86%	75.71%	70.31%
AZ-2.RF.3f PI	19.30%	16.18%	47.96%	39.13%	32.88%	AZ-2.G.A.1 Ic	84.48%	69.12%	84.54%	78.57%	79.52%
						AZ-2.G.A.3 P	62.07%	60.29%	59.79%	64.29%	61.43%

BenchMark #2												
Reading												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 02 Gr. #2	55	20.6	51.6%	649	Partially Proficient	50.7%	27.3%	49.1% (27)	23.6% (13)	20.0% (11)	7.3% (4)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 02 Gr. #2	65	20.7	51.7%	650	Partially Proficient	51.5%	29.2%	52.3% (34)	25.0% (16)	18.5% (12)	10.8% (7)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 02 Gr. #2	96	22.4	55.9%	672	Partially Proficient	57.3%	42.7%	36.5% (35)	20.8% (20)	35.4% (34)	7.3% (7)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 02 Gr. #2	69	22.4	54.9%	667	Partially Proficient	52.9%	40.6%	42.0% (29)	17.4% (12)	34.8% (24)	5.8% (4)
Somerton School District 11	2020-21 Somerton ESD ELA 02 Gr. #2	285	21.6	53.9%	661	Partially Proficient	53.6%	36.1%	43.9% (125)	20.0% (57)	28.4% (81)	7.7% (22)

BenchMark #2												
Math												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 02 Gr. #2	55	24.4	61.1%	675	Partially Proficient	63.4%	43.6%	32.7% (18)	23.6% (13)	16.4% (9)	27.3% (15)
Orange Grove Elementary School	2020-21 Somerton ESD Math 02 Gr. #2	64	25	62.6%	684	Partially Proficient	65.8%	50.0%	25.0% (16)	25.0% (16)	23.4% (15)	26.6% (17)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 02 Gr. #2	95	24.9	62.3%	681	Partially Proficient	67.1%	55.8%	26.3% (25)	17.9% (17)	36.8% (35)	18.9% (18)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 02 Gr. #2	70	26.3	65.7%	704	Proficient	69.1%	58.6%	24.3% (17)	17.1% (12)	22.9% (16)	35.7% (25)
Somerton School District 11	2020-21 Somerton ESD Math 02 Gr. #2	284	25.2	63.0%	686	Partially Proficient	66.6%	52.8%	26.8% (76)	20.4% (58)	26.4% (75)	26.4% (75)

BenchMark #3												
Reading												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 02 Gr. #3	57	19.2	48.0%	650	Minimally Proficient	44.3%	10.5%	71.9% (41)	17.5% (10)	8.8% (5)	1.8% (1)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 02 Gr. #3	68	18	44.9%	636	Minimally Proficient	39.3%	10.3%	76.5% (52)	13.2% (9)	4.4% (3)	5.9% (4)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 02 Gr. #3	98	23.5	58.9%	703	Minimally Proficient	60.8%	32.7%	42.9% (42)	24.5% (24)	24.5% (24)	8.2% (8)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 02 Gr. #3	69	21.7	54.1%	684	Minimally Proficient	51.3%	27.5%	59.4% (41)	13.0% (9)	14.5% (10)	13.0% (9)
Somerton School District 11	2020-21 Somerton ESD ELA 02 Gr. #3	292	20.9	52.4%	673	Minimally Proficient	50.3%	21.9%	60.3% (176)	17.8% (52)	14.4% (42)	7.5% (22)

BenchMark #3												
Math												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 02 Gr. #3	58	31.1	69.0%	725	Partially Proficient	74.3%	43.1%	24.1% (14)	32.8% (19)	10.3% (6)	32.8% (19)
Orange Grove Elementary School	2020-21 Somerton ESD Math 02 Gr. #3	68	30	66.6%	711	Partially Proficient	68.8%	47.1%	35.3% (24)	17.6% (12)	20.6% (14)	26.5% (18)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 02 Gr. #3	97	30.8	68.4%	716	Partially Proficient	73.4%	47.4%	27.8% (27)	24.7% (24)	26.8% (26)	20.6% (20)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 02 Gr. #3	70	31.1	69.1%	729	Partially Proficient	73.5%	44.3%	30.0% (21)	25.7% (18)	11.4% (8)	32.9% (23)
Somerton School District 11	2020-21 Somerton ESD Math 02 Gr. #3	293	30.7	68.3%	720	Partially Proficient	72.5%	45.7%	29.4% (86)	24.9% (73)	18.4% (54)	27.3% (80)



# SSD Instructional Plan

3rd Grade Reading						Math					
2020-21 Somerton ES DSS	OGS	TDS	ELC	SSD		2020-21 Somerton ES DSS	OGS	TDS	ELC	SSD	
(report shows percent 58 of 59)	62 of 63	127 of 127	56 of 59	303 of 308		(report shows percent 62 of 64)	127 of 127	56 of 59	304 of 309		
AZ-3.RL.1 Key Ideas are	43.10%	45.16%	56.69%	58.93%	52.15%	AZ-3.OA.A.1	44.07%	37.10%	25.98%	46.43%	35.53%
AZ-3.RL.2 Key Ideas are	39.66%	32.26%	47.24%	51.79%	43.56%	AZ-3.OA.A.3	32.20%	29.03%	29.92%	55.36%	34.87%
AZ-3.RL.3 Key Ideas are	51.72%	40.32%	59.06%	58.93%	53.80%	AZ-3.OA.A.4	27.12%	32.26%	32.28%	57.14%	35.86%
AZ-3.RI.1 Key Ideas are	12.07%	16.13%	11.81%	17.86%	13.86%	AZ-3.OA.B.5	40.68%	43.55%	40.94%	51.79%	43.42%
AZ-3.RI.2 Key Ideas are	36.21%	35.48%	34.65%	48.21%	37.62%	AZ-3.MD.B.3	40.68%	29.03%	38.58%	51.79%	39.47%
AZ-3.RI.3 Key Ideas are	51.72%	37.10%	47.24%	67.86%	49.83%	AZ-3.MD.C.5	25.42%	22.58%	35.43%	57.14%	34.87%
AZ-3.RF.3 Phonics and	51.72%	27.42%	31.50%	57.14%	39.27%	AZ-3.MD.C.6	11.86%	4.84%	3.94%	19.64%	8.55%
						AZ-3.MD.C.7	6.78%	16.13%	12.60%	41.07%	17.43%

### Benchmark #2

3rd Grade Reading						Math					
2020-21 Somerton ES DSS	Desert Sono	Orange Grove	Tierra del Sol	Valle Del Encanto	Somerton School District 11	2020-21 Somerton ES DSS	Desert Sono	Orange Grove	Tierra del Sol	Valle Del Encanto	Somerton School District 11
(report shows percent 59 of 59)	62 of 63	125 of 127	62 of 62	308 of 331		(report shows percent 59 of 59)	62 of 63	125 of 127	60 of 60	306 of 309	
AZ-3.RL.4 Craft and	27.12%	33.87%	37.60%	38.71%	35.06%	AZ-3.OA.A.2	52.54%	37.10%	39.20%	56.67%	44.77%
AZ-3.RL.5 Craft and	55.93%	50.00%	46.40%	59.68%	51.62%	AZ-3.OA.B.6	44.07%	43.55%	22.40%	55.00%	37.25%
AZ-3.RL.6 Craft and	50.85%	62.90%	42.40%	62.90%	52.27%	AZ-3.OA.C.7	69.49%	70.97%	73.60%	88.33%	75.16%
AZ-3.RI.4 Craft and	44.07%	45.16%	45.60%	61.29%	48.38%	AZ-3.OA.D.8	6.78%	4.84%	5.60%	15.00%	7.52%
AZ-3.RI.5 Craft and	25.42%	29.03%	26.40%	40.32%	29.55%	AZ-3.OA.D.9	23.73%	24.19%	15.20%	33.33%	22.22%
AZ-3.RI.6 Craft and	35.59%	53.23%	51.20%	58.06%	50.00%	AZ-3.NBT.A.1	59.32%	54.84%	48.00%	61.67%	54.25%
						AZ-3.NBT.A.2	27.12%	41.94%	46.40%	60.00%	44.44%
						AZ-3.NBT.A.3	66.10%	77.42%	69.60%	78.33%	72.22%

### Benchmark #3

3rd Grade Reading						Math					
2020-21 Somerton ES DSS	Desert Sono	Orange Grove	Tierra del Sol	Valle Del Encanto	Somerton School District 11	2020-21 Somerton ES DSS	Desert Sono	Orange Grove	Tierra del Sol	Valle Del Encanto	Somerton School District 11
(report shows percent 56 of 57)	61 of 62	126 of 128	59 of 61	302 of 308		(report shows percent 56 of 57)	60 of 62	125 of 128	58 of 61	299 of 308	
AZ-3.RL.7 Integrating	80.36%	86.89%	89.68%	79.66%	85.43%	AZ-3.OA.D.8	8.93%	28.33%	16.80%	27.59%	19.73%
AZ-3.RL.9 Integrating	73.21%	72.13%	62.70%	81.36%	70.20%	AZ-3.NF.A.1	50.00%	46.67%	50.40%	58.62%	51.17%
AZ-3.RI.3 Key Ideas	39.29%	32.79%	31.75%	44.07%	35.76%	AZ-3.NF.A.2	51.79%	46.67%	40.80%	55.17%	46.82%
AZ-3.RI.7 Integrating	44.64%	62.30%	57.94%	55.93%	55.96%	AZ-3.NF.A.3	16.07%	23.33%	12.00%	29.31%	18.39%
AZ-3.RI.8 Integrating	37.50%	40.98%	43.65%	40.68%	41.39%	AZ-3.NF.A.3	28.57%	36.67%	35.20%	41.38%	35.45%
AZ-3.RI.9 Integrating	28.57%	34.43%	32.54%	38.98%	33.44%	AZ-3.MD.A.1	42.86%	53.33%	46.40%	51.72%	48.16%
AZ-3.RF.3 Phonics and	78.57%	81.97%	80.16%	81.36%	80.46%	AZ-3.MD.A.2	25.00%	28.33%	16.00%	41.38%	25.08%
						AZ-3.MD.B.4	28.57%	25.00%	18.40%	39.66%	25.75%
						AZ-3.MD.C.5	33.93%	38.33%	27.20%	62.07%	37.46%
						AZ-3.G.A.2	57.14%	38.33%	32.80%	51.72%	42.14%

### Benchmark #2

School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 03 Gr. TE #2	59	13	43.3%	738	Minimally Proficient	39.8%	16.9%	64.4% (38)	18.6% (11)	13.6% (8)	3.4% (2)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 03 Gr. TE #2	62	14.6	48.5%	763	Minimally Proficient	45.7%	27.4%	56.5% (35)	16.1% (10)	17.7% (11)	9.7% (6)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 03 Gr. TE #2	125	13.2	44.0%	741	Minimally Proficient	41.6%	16.0%	63.2% (79)	20.8% (26)	14.4% (18)	1.6% (2)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 03 Gr. TE #2	62	15.7	52.3%	781	Minimally Proficient	53.5%	38.7%	45.2% (28)	16.1% (10)	22.6% (14)	16.1% (10)
Somerton School District 11	2020-21 Somerton ESD ELA 03 Gr. TE #2	308	13.9	46.4%	753	Minimally Proficient	44.5%	23.1%	58.4% (180)	18.5% (57)	16.6% (51)	6.5% (20)

School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 03 Gr. TE #2	59	21.1	48.0%	746	Partially Proficient	43.6%	49.2%	32.2% (19)	18.6% (11)	27.1% (16)	22.0% (13)
Orange Grove Elementary School	2020-21 Somerton ESD Math 03 Gr. TE #2	62	21.1	48.0%	746	Partially Proficient	44.4%	41.9%	24.2% (15)	33.9% (21)	24.2% (15)	17.7% (11)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 03 Gr. TE #2	125	19.7	44.7%	728	Partially Proficient	40.0%	39.2%	27.2% (34)	33.6% (42)	24.8% (31)	14.4% (18)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 03 Gr. TE #2	60	25.5	57.9%	800	Proficient	56.0%	58.3%	10.0% (6)	31.7% (19)	20.0% (12)	38.3% (23)
Somerton School District 11	2020-21 Somerton ESD Math 03 Gr. TE #2	306	21.4	48.6%	749	Partially Proficient	44.7%	45.4%	24.2% (74)	30.4% (93)	24.2% (74)	21.2% (65)

### Benchmark #3

School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 03 Gr. TE #3	56	19.3	55.2%	768	Minimally Proficient	54.6%	21.4%	57.1% (32)	21.4% (12)	17.9% (10)	3.6% (2)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 03 Gr. TE #3	61	19.9	56.8%	777	Minimally Proficient	58.8%	19.7%	45.9% (28)	34.4% (21)	14.8% (9)	4.9% (3)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 03 Gr. TE #3	126	19.6	56.0%	772	Minimally Proficient	56.9%	11.1%	55.6% (70)	33.3% (42)	10.3% (13)	0.8% (1)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 03 Gr. TE #3	59	20.3	58.0%	783	Minimally Proficient	60.3%	23.7%	44.1% (26)	32.2% (19)	16.9% (10)	6.8% (4)
Somerton School District 11	2020-21 Somerton ESD ELA 03 Gr. TE #3	302	19.7	56.4%	774	Minimally Proficient	57.5%	17.2%	51.7% (156)	31.1% (94)	13.9% (42)	3.3% (10)

School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 03 Gr. TE #3	56	20.5	41.0%	720	Partially Proficient	34.3%	21.4%	50.0% (28)	28.6% (16)	12.5% (7)	8.9% (5)
Orange Grove Elementary School	2020-21 Somerton ESD Math 03 Gr. TE #3	60	21.3	42.5%	729	Partially Proficient	36.5%	26.7%	50.0% (30)	23.3% (14)	15.0% (9)	11.7% (7)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 03 Gr. TE #3	125	19	37.9%	703	Minimally Proficient	29.6%	14.4%	56.0% (70)	29.6% (37)	11.2% (14)	3.2% (4)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 03 Gr. TE #3	58	23.3	46.6%	752	Partially Proficient	45.9%	36.2%	41.4% (24)	32.4% (19)	17.2% (10)	19.0% (11)
Somerton School District 11	2020-21 Somerton ESD Math 03 Gr. TE #3	299	20.5	41.1%	721	Partially Proficient	35.0%	22.4%	50.8% (152)	26.8% (80)	13.4% (40)	9.0% (27)



# SSD Instructional Plan

4th Grade						Math					
Reading						Math					
2020-21 Son DSS		OGS	TDS	ELC	SSD	2020-21 Son DSS		OGS	TDS	ELC	SSD
(report show 54 of 55)		114 of 115	58 of 63	297 of 306		(report show 53 of 55)		113 of 115	59 of 82	296 of 325	
AZ-4.RL.1 Ke	33.80%	40.74%	39.47%	46.55%	39.73%	AZ-4.OA.B.4	42.25%	64.15%	44.25%	33.90%	45.27%
AZ-4.RL.2 Ke	28.17%	29.63%	28.95%	24.14%	27.95%	AZ-4.NF.A.1	23.94%	18.87%	25.66%	23.73%	23.65%
AZ-4.RL.3 Ke	47.89%	42.59%	57.89%	41.38%	49.49%	AZ-4.NF.A.2	16.90%	5.66%	23.01%	16.95%	17.23%
AZ-4.RI.1 Key	35.21%	25.93%	39.47%	34.48%	35.02%	AZ-4.NF.B.3a	60.56%	75.47%	63.72%	66.10%	65.54%
AZ-4.RI.2 Key	25.35%	24.07%	35.09%	27.59%	29.29%	AZ-4.NF.B.3b	38.03%	32.08%	39.82%	67.80%	43.58%
AZ-4.RF.3a P	67.61%	77.78%	71.05%	77.59%	72.73%	AZ-4.NF.B.3c	23.94%	11.32%	13.27%	16.95%	16.22%
						AZ-4.NF.B.3c	60.56%	43.40%	54.87%	59.32%	55.07%

BenchMark #2											
Reading					Math						
2020-21 Som Desert Sonor		Orange Grove	Tierra del Sol	Valle Del Enc	Somerton School District 11	2020-21 Som Desert Sonor		Orange Grove	Tierra del Sol	Valle Del Enc	Somerton School District 11
(report shows 72 of 73)		54 of 55	114 of 115	60 of 61	300 of 304	(report shows 71 of 73)		55 of 55	114 of 115	59 of 61	299 of 304
AZ-4.RL.4 Cr	61.11%	35.19%	42.98%	58.33%	49.00%	AZ-4.OA.A.1	52.11%	34.55%	44.74%	50.85%	45.82%
AZ-4.RL.5 Cr	27.78%	29.63%	42.98%	28.33%	34.00%	AZ-4.OA.A.2	30.99%	10.91%	26.32%	42.37%	27.76%
AZ-4.RI.3 Key	34.72%	29.63%	28.95%	26.67%	30.00%	AZ-4.NBT.A.2	63.38%	63.64%	55.26%	62.71%	60.20%
AZ-4.RI.4 Cri	52.78%	57.41%	57.02%	50.00%	54.67%	AZ-4.NBT.A.3	66.20%	63.64%	58.77%	61.02%	61.87%
AZ-4.RI.5 Cri	31.94%	35.19%	31.58%	26.67%	31.33%	AZ-4.NF.B.4a	61.97%	38.18%	60.53%	52.54%	55.18%
AZ-4.RF.3b P	76.39%	75.93%	75.44%	71.67%	75.00%	AZ-4.NF.B.4b	28.17%	23.64%	29.82%	35.59%	29.43%
						AZ-4.NF.B.4c	15.49%	5.45%	7.02%	13.56%	10.03%
						AZ-4.NF.C.5	43.66%	10.91%	36.84%	35.59%	33.44%
						AZ-4.NF.C.6	53.52%	29.09%	47.37%	44.07%	44.82%
						AZ-4.NF.C.7	66.20%	63.64%	71.05%	69.49%	68.23%

BenchMark #3											
Reading					Math						
2020-21 Som Desert Sonor		Orange Grove	Tierra del Sol	Valle Del Enc	Somerton School District 11	2020-21 Som Desert Sonor		Orange Grove	Tierra del Sol	Valle Del Enc	Somerton School District 11
(report shows 69 of 71)		54 of 55	117 of 118	63 of 63	303 of 307	(report shows 69 of 71)		54 of 55	117 of 118	63 of 63	303 of 307
AZ-4.RL.6 Cr	49.28%	38.89%	46.15%	39.68%	44.22%	AZ-4.OA.A.3	42.03%	40.74%	35.04%	41.27%	38.94%
AZ-4.RL.9 Int	56.52%	59.26%	48.72%	50.79%	52.81%	AZ-4.OA.C.5	36.23%	25.93%	20.51%	47.62%	30.69%
AZ-4.RI.6 Cri	33.33%	38.89%	39.32%	31.75%	36.30%	AZ-4.NBT.A.1	42.03%	40.74%	30.77%	41.27%	37.29%
AZ-4.RI.7 Intri	84.06%	96.30%	84.62%	87.30%	87.13%	AZ-4.NBT.B.4	53.62%	61.11%	49.57%	53.97%	53.47%
AZ-4.RI.8 Intri	33.33%	31.48%	25.64%	12.70%	25.74%	AZ-4.NBT.B.6	40.58%	48.15%	29.06%	46.03%	38.61%
AZ-4.RI.9 Intri	65.22%	61.11%	50.43%	71.43%	60.07%	AZ-4.MD.A.1	59.42%	50.00%	42.74%	50.79%	49.50%
AZ-4.RF.3c P	68.12%	64.81%	57.26%	58.73%	61.39%	AZ-4.MD.A.2	26.09%	18.52%	17.95%	28.57%	22.11%
						AZ-4.MD.B.4	84.06%	88.89%	81.20%	85.71%	84.16%
						AZ-4.MD.C.5	50.72%	51.85%	66.67%	76.19%	62.38%
						AZ-4.MD.C.6	68.12%	59.26%	68.38%	76.19%	68.32%
						AZ-4.MD.C.7	42.03%	38.89%	42.74%	50.79%	43.56%

BenchMark #2												
Reading												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 04 Gr. TE #2	72	15.5	49.9%	871	Minimally Proficient	47.5%	23.6%	50.0% (36)	26.4% (19)	19.4% (14)	4.2% (3)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 04 Gr. TE #2	54	15.4	49.5%	870	Minimally Proficient	43.8%	20.4%	57.4% (31)	22.2% (12)	16.7% (9)	3.7% (2)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 04 Gr. TE #2	114	15.5	50.1%	872	Minimally Proficient	46.5%	24.6%	49.1% (56)	26.3% (30)	18.4% (21)	6.1% (7)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 04 Gr. TE #2	60	15.1	48.5%	865	Minimally Proficient	43.6%	16.7%	55.0% (33)	28.3% (17)	13.3% (8)	3.3% (2)
District	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD ELA 04 Gr. TE #2	300	15.4	49.6%	870	Minimally Proficient	45.7%	22.0%	52.0% (156)	26.0% (78)	17.3% (52)	4.7% (14)

BenchMark #2												
Math												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 04 Gr. TE #2	71	25.7	47.7%	848	Partially Proficient	48.2%	33.8%	36.6% (26)	29.6% (21)	23.9% (17)	9.9% (7)
Orange Grove Elementary School	2020-21 Somerton ESD Math 04 Gr. TE #2	55	20.8	38.6%	802	Minimally Proficient	34.4%	14.5%	60.0% (33)	25.5% (14)	7.3% (4)	7.3% (4)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 04 Gr. TE #2	114	23.3	43.1%	825	Partially Proficient	43.8%	23.7%	43.9% (50)	32.5% (37)	19.3% (22)	4.4% (5)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 04 Gr. TE #2	59	24.5	45.4%	837	Partially Proficient	46.8%	32.2%	50.8% (30)	16.9% (10)	23.7% (14)	8.5% (5)
District	Test	Student Count	Avg Earned Points	Avg % Correct <td>Avg DL Score</td> <td>Performance Level</td> <td>Avg % Of Standards Mastered</td> <td>% Passing</td> <td>% Minimally Proficient</td> <td>% Partially Proficient</td> <td>% Proficient</td> <td>% Highly Proficient</td>	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD Math 04 Gr. TE #2	299	23.7	43.8%	829	Partially Proficient	43.7%	26.1%	46.5% (139)	27.4% (82)	19.1% (57)	7.0% (21)

BenchMark #3												
Reading												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 04 Gr. TE #3	69	19.1	54.7%	881	Minimally Proficient	55.7%	24.6%	56.5% (39)	18.8% (13)	18.8% (13)	5.8% (4)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 04 Gr. TE #3	54	19	54.2%	878	Minimally Proficient	55.8%	16.7%	61.1% (33)	22.2% (12)	14.8% (8)	1.9% (1)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 04 Gr. TE #3	117	20.7	50.7%	859	Minimally Proficient	50.3%	16.2%	61.5% (72)	22.2% (26)	15.4% (18)	0.9% (1)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 04 Gr. TE #3	63	17.2	49.3%	853	Minimally Proficient	50.3%	9.5%	74.6% (47)	15.9% (10)	6.3% (4)	3.2% (2)
District	Test	Student Count	Avg Earned Points	Avg % Correct <td>Avg DL Score</td> <td>Performance Level</td> <td>Avg % Of Standards Mastered</td> <td>% Passing</td> <td>% Minimally Proficient</td> <td>% Partially Proficient</td> <td>% Proficient</td> <td>% Highly Proficient</td>	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD ELA 04 Gr. TE #3	303	18.2	51.9%	866	Minimally Proficient	52.5%	16.8%	63.0% (191)	20.1% (61)	14.2% (43)	2.6% (8)

BenchMark #3												
Math												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 04 Gr. TE #3	69	28.4	51.7%	858	Partially Proficient	49.5%	27.5%	44.9% (31)	27.5% (19)	26.1% (18)	1.4% (1)
Orange Grove Elementary School	2020-21 Somerton ESD Math 04 Gr. TE #3	54	27.2	49.4%	845	Minimally Proficient	47.6%	14.8%	53.7% (29)	31.5% (17)	13.0% (7)	1.9% (1)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 04 Gr. TE #3	117	25.9	47.2%	830	Minimally Proficient	44.1%	10.3%	57.3% (67)	32.5% (38)	9.4% (11)	0.9% (1)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 04 Gr. TE #3	63	30	54.5%	877	Partially Proficient	54.4%	28.6%	47.6% (30)	23.8% (15)	17.5% (11)	11.1% (7)
District	Test	Student Count	Avg Earned Points	Avg % Correct <td>Avg DL Score</td> <td>Performance Level</td> <td>Avg % Of Standards Mastered</td> <td>% Passing</td> <td>% Minimally Proficient</td> <td>% Partially Proficient</td> <td>% Proficient</td> <td>% Highly Proficient</td>	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Somerton School District 11	2020-21 Somerton ESD Math 04 Gr. TE #3	303	27.6	50.1%	849	Partially Proficient	48.1%	18.8%	51.8% (157)	29.4% (89)	15.5% (47)	3.3% (10)



5th Grade Reading						5th Grade Math					
2020-21 Somerton DSS (report show 45 of 51)	OGS 108 of 111	TDS 53 of 76	ELC 280 of 312	SSD		2020-21 Somerton DSS (report show 46 of 51)	OGS 107 of 111	TDS 53 of 54	ELC 278 of 290	SSD	
AZ-5.RL.1 Ke	62.16%	44.44%	66.67%	54.72%	59.64%	AZ-5.OA.A.1	43.06%	26.09%	58.88%	67.92%	51.08%
AZ-5.RL.2 Ke	44.59%	33.33%	50.00%	43.40%	44.64%	AZ-5.OA.A.2	59.72%	39.13%	73.83%	83.02%	66.19%
AZ-5.RL.3 Ke	44.59%	35.56%	62.04%	43.40%	49.64%	AZ-5.NF.B.3	23.61%	19.57%	37.38%	49.06%	33.09%
AZ-5.RI.1 Ke	48.65%	22.22%	41.67%	47.17%	41.43%	AZ-5.MD.C.3	23.61%	8.70%	23.36%	41.51%	24.46%
AZ-5.RI.2 Ke	48.65%	31.11%	49.07%	45.28%	45.36%	AZ-5.MD.C.4	55.56%	43.48%	66.36%	81.13%	62.59%
AZ-5.RI.3 Ke	72.97%	42.22%	62.96%	73.58%	64.29%						
AZ-5.RI.9 Int	52.70%	40.00%	49.07%	54.72%	49.64%						
AZ-5.RF.3a P	59.46%	44.44%	72.22%	54.72%	61.07%						
AZ-5.RF.3b P	78.38%	60.00%	78.70%	75.47%	75.00%						

BenchMark #2												
Reading						Math						
2020-21 Somerton Desert Sonora Orange Grov Tierra del So Valle Del Enc Somerton School District 11 (report show 70 of 71)	Desert Sonora 41 of 50	Orange Grov 110 of 112	Tierra del So 49 of 50	Valle Del Enc 270 of 283	Somerton School District 11		2020-21 Somerton Desert Sonora Orange Grov Tierra del So Valle Del Enc Somerton School District 11 (report show 71 of 71)	Desert Sonora 42 of 50	Orange Grov 110 of 112	Tierra del So 49 of 50	Valle Del Enc 272 of 283	
AZ-5.RL.4 Cr	41.43%	34.15%	45.45%	44.90%	42.59%		AZ-5.NBT.B.5	67.61%	54.76%	63.64%	75.51%	65.44%
AZ-5.RL.6 Cr	24.29%	17.07%	23.64%	26.53%	23.33%		AZ-5.NBT.B.6	59.15%	42.86%	61.82%	73.47%	60.29%
AZ-5.RL.7 Int	47.14%	43.90%	60.91%	55.10%	53.70%		AZ-5.NF.B.4	25.35%	14.29%	45.45%	42.86%	34.93%
AZ-5.RI.5 Cr	32.86%	29.27%	50.00%	32.65%	39.26%		AZ-5.NF.B.5	23.94%	26.19%	28.18%	53.06%	31.25%
AZ-5.RI.6 Cr	37.14%	29.27%	40.00%	36.73%	37.04%		AZ-5.MD.C.5	23.94%	14.29%	26.36%	20.41%	22.79%
AZ-5.RF.3c F	58.57%	68.29%	74.55%	67.35%	68.15%							

BenchMark #3												
Reading						Math						
2020-21 Somerton Desert Sonora Orange Grov Tierra del So Valle Del Enc Somerton School District 11 (report show 70 of 70)	Desert Sonora 48 of 50	Orange Grov 111 of 112	Tierra del So 48 of 50	Valle Del Enc 277 of 282	Somerton School District 11		2020-21 Somerton Desert Sonora Orange Grov Tierra del So Valle Del Enc Somerton School District 11 (report show 70 of 70)	Desert Sonora 50 of 50	Orange Grov 108 of 112	Tierra del So 47 of 50	Valle Del Enc 275 of 282	
AZ-5.RL.5 Cr	54.29%	62.50%	71.17%	56.25%	62.82%		AZ-5.NBT.A.1	51.43%	40.00%	57.41%	48.94%	51.27%
AZ-5.RL.9 Int	45.71%	39.58%	45.05%	50.00%	45.13%		AZ-5.NBT.A.2	55.71%	50.00%	53.70%	59.57%	54.55%
AZ-5.RI.4 Cr	60.00%	45.83%	63.96%	52.08%	57.76%		AZ-5.NBT.A.3	0.00%	0.00%	0.00%	0.00%	0.00%
AZ-5.RI.7 Int	54.29%	56.25%	52.25%	52.08%	53.43%		AZ-5.NBT.A.4	25.71%	20.00%	33.33%	42.55%	30.55%
AZ-5.RI.8 Int	34.29%	31.25%	46.85%	25.00%	37.18%		AZ-5.NBT.B.7	21.43%	40.00%	25.00%	34.04%	28.36%
AZ-5.RI.9 Int	28.57%	20.83%	21.62%	20.83%	23.10%		AZ-5.NF.A.1	32.86%	14.00%	21.30%	57.45%	29.09%
AZ-5.RF.3d F	61.43%	56.25%	61.26%	66.67%	61.37%		AZ-5.NF.A.2	30.00%	6.00%	22.22%	40.43%	24.36%
							AZ-5.MD.A.1	20.00%	18.00%	25.93%	38.30%	25.09%
							AZ-5.MD.B.2	22.86%	24.00%	21.30%	17.02%	21.45%

BenchMark #2												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 05 Gr. TE #2	70	13.5	45.0%	921	Minimally Proficient	40.2%	7.1%	64.3% (45)	28.6% (20)	5.7% (4)	1.4% (1)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 05 Gr. TE #2	41	12.6	42.0%	907	Minimally Proficient	37.0%	9.8%	68.3% (28)	22.0% (9)	7.3% (3)	2.4% (1)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 05 Gr. TE #2	110	14.7	48.9%	940	Minimally Proficient	49.1%	13.6%	53.6% (59)	32.7% (36)	11.8% (13)	1.8% (2)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 05 Gr. TE #2	49	14	46.8%	930	Minimally Proficient	43.9%	8.2%	63.3% (31)	28.6% (14)	6.1% (3)	2.0% (1)
Somerton School District 11	2020-21 Somerton ESD ELA 05 Gr. TE #2	270	13.9	46.4%	928	Minimally Proficient	44.0%	10.4%	60.4% (163)	29.3% (79)	8.5% (23)	1.9% (5)

BenchMark #2												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 05 Gr. TE #2	71	13.2	47.2%	956	Proficient	40.0%	47.9%	9.9% (7)	42.3% (30)	36.6% (26)	11.3% (8)
Orange Grove Elementary School	2020-21 Somerton ESD Math 05 Gr. TE #2	42	11.3	40.4%	923	Partially Proficient	30.5%	35.7%	21.4% (9)	42.9% (18)	23.8% (10)	11.9% (5)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 05 Gr. TE #2	110	13.9	49.7%	969	Proficient	45.1%	55.5%	13.6% (15)	30.9% (34)	36.4% (40)	19.1% (21)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 05 Gr. TE #2	49	16	57.2%	1005	Proficient	53.1%	71.4%	2.0% (1)	26.5% (13)	44.9% (22)	26.5% (13)
Somerton School District 11	2020-21 Somerton ESD Math 05 Gr. TE #2	272	13.7	49.0%	965	Proficient	42.9%	53.3%	11.8% (32)	34.9% (95)	36.0% (98)	17.3% (47)

BenchMark #3												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 05 Gr. TE #3	70	18.9	51.0%	940	Minimally Proficient	48.4%	12.9%	55.7% (39)	31.4% (22)	10.0% (7)	2.9% (2)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 05 Gr. TE #3	48	17.3	46.7%	919	Minimally Proficient	44.6%	10.4%	68.8% (33)	20.8% (10)	8.3% (4)	2.1% (1)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 05 Gr. TE #3	111	20	54.1%	957	Minimally Proficient	51.7%	14.4%	49.5% (55)	36.0% (40)	9.9% (11)	4.5% (5)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 05 Gr. TE #3	48	17.7	47.8%	923	Minimally Proficient	46.1%	10.4%	62.5% (30)	27.1% (13)	10.4% (5)	0.0% (0)
Somerton School District 11	2020-21 Somerton ESD ELA 05 Gr. TE #3	277	18.8	50.9%	940	Minimally Proficient	48.7%	12.6%	56.7% (157)	30.7% (85)	9.7% (27)	2.9% (8)

BenchMark #3												
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 05 Gr. TE #3	70	18.9	42.1%	927	Partially Proficient	34.9%	15.7%	44.3% (31)	40.0% (28)	12.9% (9)	2.9% (2)
Orange Grove Elementary School	2020-21 Somerton ESD Math 05 Gr. TE #3	50	16.5	36.6%	896	Minimally Proficient	28.2%	12.0%	62.0% (31)	26.0% (13)	10.0% (5)	2.0% (1)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 05 Gr. TE #3	108	18.3	40.6%	918	Partially Proficient	33.6%	17.6%	58.3% (63)	24.1% (26)	14.8% (16)	2.8% (3)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 05 Gr. TE #3	47	21.1	46.8%	954	Partially Proficient	43.3%	34.0%	34.0% (16)	31.9% (15)	29.8% (14)	4.3% (2)
Somerton School District 11	2020-21 Somerton ESD Math 05 Gr. TE #3	275	18.6	41.3%	923	Partially Proficient	34.6%	18.9%	51.3% (141)	29.8% (82)	16.0% (44)	2.9% (8)



6th Grade Reading						6th Grade Math					
2020-21 Som	DSS	OGS	TDS	ELC	SSD	2020-21 Som	DSS	OGS	TDS	ELC	SSD
(report show	60 of 61	111 of 115	72 of 93	310 of 336		(report show	60 of 61	109 of 115	70 of 70	306 of 313	
AZ-6.RL.1 Key	38.81%	36.67%	22.52%	41.67%	33.23%	AZ-6.RP.A.1	43.28%	40.00%	45.87%	61.43%	47.71%
AZ-6.RL.2 Key	53.73%	38.33%	49.55%	59.72%	50.65%	AZ-6.RP.A.3a	55.22%	35.00%	51.38%	58.57%	50.65%
AZ-6.RL.3 Key	35.82%	41.67%	38.74%	61.11%	43.87%	AZ-6.RP.A.3b	62.69%	46.67%	46.79%	60.00%	53.27%
AZ-6.RI.1 Key	31.34%	30.00%	22.52%	25.00%	26.45%	AZ-6.EE.A.1 V	40.30%	28.33%	25.69%	58.57%	36.93%
AZ-6.RI.2 Key	58.21%	73.33%	66.67%	66.67%	66.13%	AZ-6.EE.A.2a	52.24%	33.33%	38.53%	70.00%	47.71%
AZ-6.RI.3 Key	35.82%	30.00%	30.63%	50.00%	36.13%	AZ-6.EE.A.2c	20.90%	18.33%	18.35%	51.43%	26.47%
						AZ-6.G.A.4 Re	34.33%	31.67%	23.85%	42.86%	32.03%

**BenchMark #2**

6th Grade Reading						6th Grade Math					
2020-21 Som	Desert Sonora	Orange Grove	Tierra del Sol	Valle Del Encanto	Somerton School District 11	2020-21 Som	Desert Sonora	Orange Grove	Tierra del Sol	Valle Del Encanto	Somerton School District 11
(report shows	68 of 69	59 of 61	112 of 114	68 of 68	307 of 312	(report shows	69 of 69	59 of 61	112 of 114	68 of 68	308 of 312
AZ-6.RL.4 Cr	33.82%	40.68%	37.50%	54.41%	41.04%	AZ-6.RP.A.2 I	66.67%	59.32%	64.29%	75.00%	66.23%
AZ-6.RL.5 Cr	45.59%	52.54%	61.61%	64.71%	57.00%	AZ-6.RP.A.3c	62.32%	67.80%	63.39%	75.00%	66.56%
AZ-6.RI.4 Cr	73.53%	76.27%	87.50%	83.82%	81.43%	AZ-6.RP.A.3d	65.22%	55.93%	55.36%	79.41%	62.99%
AZ-6.RI.5 Cr	33.82%	30.51%	33.93%	60.29%	39.09%	AZ-6.NS.A.1	39.13%	25.42%	27.68%	66.18%	38.31%
AZ-6.RI.9 Int	26.47%	25.42%	23.21%	42.65%	28.66%	AZ-6.NS.B.2	79.71%	77.97%	78.57%	80.88%	79.22%
						AZ-6.NS.B.3	72.46%	66.10%	71.43%	80.88%	72.73%
						AZ-6.EE.A.4 I	5.80%	13.56%	13.39%	35.29%	16.56%
						AZ-6.G.A.1 Fi	42.03%	37.29%	41.07%	69.12%	46.75%
						AZ-6.G.A.2 Fi	30.43%	20.34%	25.89%	38.24%	28.57%

**BenchMark #3**

6th Grade Reading						6th Grade Math					
2020-21 Som	Desert Sonora	Orange Grove	Tierra del Sol	Valle Del Encanto	Somerton School District 11	2020-21 Som	Desert Sonora	Orange Grove	Tierra del Sol	Valle Del Encanto	Somerton School District 11
(report shows	67 of 67	62 of 62	106 of 112	69 of 69	304 of 310	(report shows	67 of 67	62 of 62	110 of 112	69 of 69	308 of 310
AZ-6.RL.6 Cr	35.82%	37.10%	43.40%	73.91%	47.37%	AZ-6.NS.B.4	47.76%	51.61%	33.64%	60.87%	46.43%
AZ-6.RL.9 Int	53.73%	53.23%	61.32%	76.81%	61.51%	AZ-6.NS.C.5	38.81%	30.65%	38.18%	46.38%	38.64%
AZ-6.RI.6 Cr	41.79%	50.00%	50.00%	73.91%	53.62%	AZ-6.NS.C.6	11.94%	24.19%	22.73%	42.03%	25.00%
AZ-6.RI.7 Int	73.13%	74.19%	76.42%	82.61%	76.64%	AZ-6.NS.C.7	52.24%	37.10%	59.09%	71.01%	55.84%
AZ-6.RI.8 Int	28.36%	45.16%	41.51%	59.42%	43.42%	AZ-6.NS.C.8	49.25%	40.32%	54.55%	65.22%	52.92%
						AZ-6.EE.A.3 I	16.42%	24.19%	26.36%	53.62%	29.87%
						AZ-6.EE.B.5 I	19.40%	17.74%	27.27%	31.88%	24.68%
						AZ-6.EE.B.6 I	62.69%	32.26%	46.36%	60.87%	50.32%
						AZ-6.EE.B.7 I	31.34%	32.26%	38.18%	57.97%	39.94%
						AZ-6.EE.B.8 I	14.93%	9.68%	13.64%	26.09%	15.91%
						AZ-6.EE.C.9	25.37%	22.58%	32.73%	63.77%	36.04%

**BenchMark #2**

School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 06 Gr. TE #2	68	11.7	46.6%	1042	Minimally Proficient	42.6%	4.4%	57.4% (39)	38.2% (26)	2.9% (2)	1.5% (1)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 06 Gr. TE #2	59	11.9	47.7%	1046	Minimally Proficient	45.1%	10.2%	64.4% (38)	25.4% (15)	10.2% (6)	0.0% (0)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 06 Gr. TE #2	112	12.6	50.6%	1060	Minimally Proficient	48.8%	11.6%	58.9% (66)	29.5% (33)	10.7% (12)	0.9% (1)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 06 Gr. TE #2	68	15	59.9%	1106	Partially Proficient	61.2%	33.8%	36.8% (25)	29.4% (20)	33.8% (23)	0.0% (0)
Somerton School District 11	2020-21 Somerton ESD ELA 06 Gr. TE #2	307	12.8	51.2%	1064	Minimally Proficient	49.4%	14.7%	54.7% (168)	30.6% (94)	14.0% (43)	0.7% (2)

School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 06 Gr. TE #2	69	24.3	52.8%	1095	Proficient	51.5%	59.4%	20.3% (14)	20.3% (14)	36.2% (25)	23.2% (16)
Orange Grove Elementary School	2020-21 Somerton ESD Math 06 Gr. TE #2	59	23.4	50.8%	1087	Partially Proficient	47.1%	45.8%	30.5% (18)	23.7% (14)	28.8% (17)	16.9% (10)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 06 Gr. TE #2	112	23.4	50.8%	1086	Partially Proficient	49.0%	45.5%	25.9% (29)	28.6% (32)	27.7% (31)	17.9% (20)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 06 Gr. TE #2	68	28.7	62.4%	1146	Proficient	66.7%	67.6%	20.6% (14)	11.8% (8)	10.3% (7)	57.4% (39)
Somerton School District 11	2020-21 Somerton ESD Math 06 Gr. TE #2	308	24.8	53.8%	1102	Proficient	53.1%	53.6%	24.4% (75)	22.1% (68)	26.0% (80)	27.6% (85)

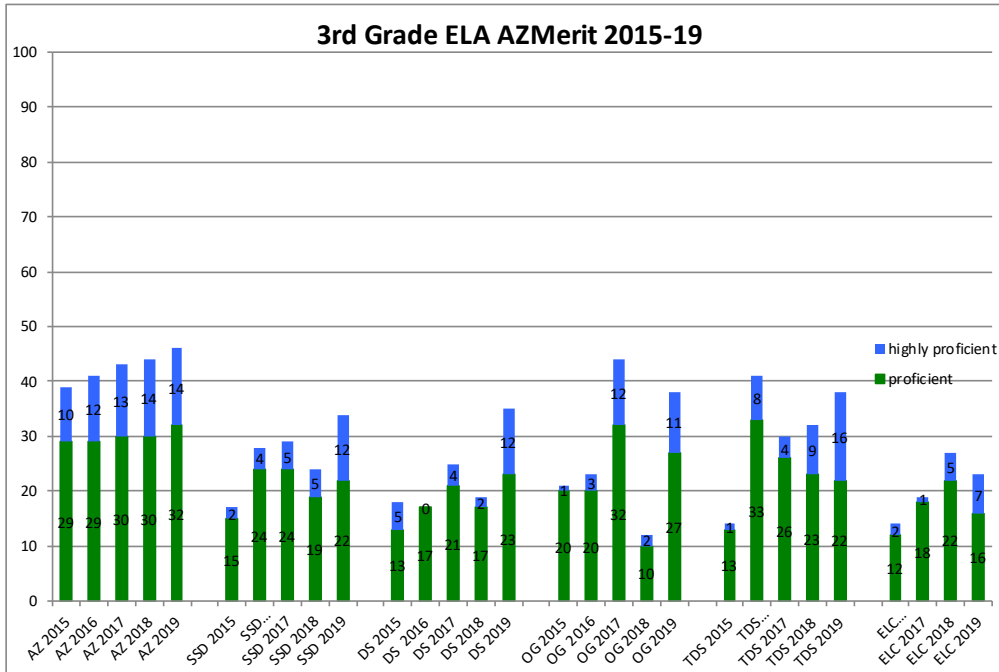
**BenchMark #3**

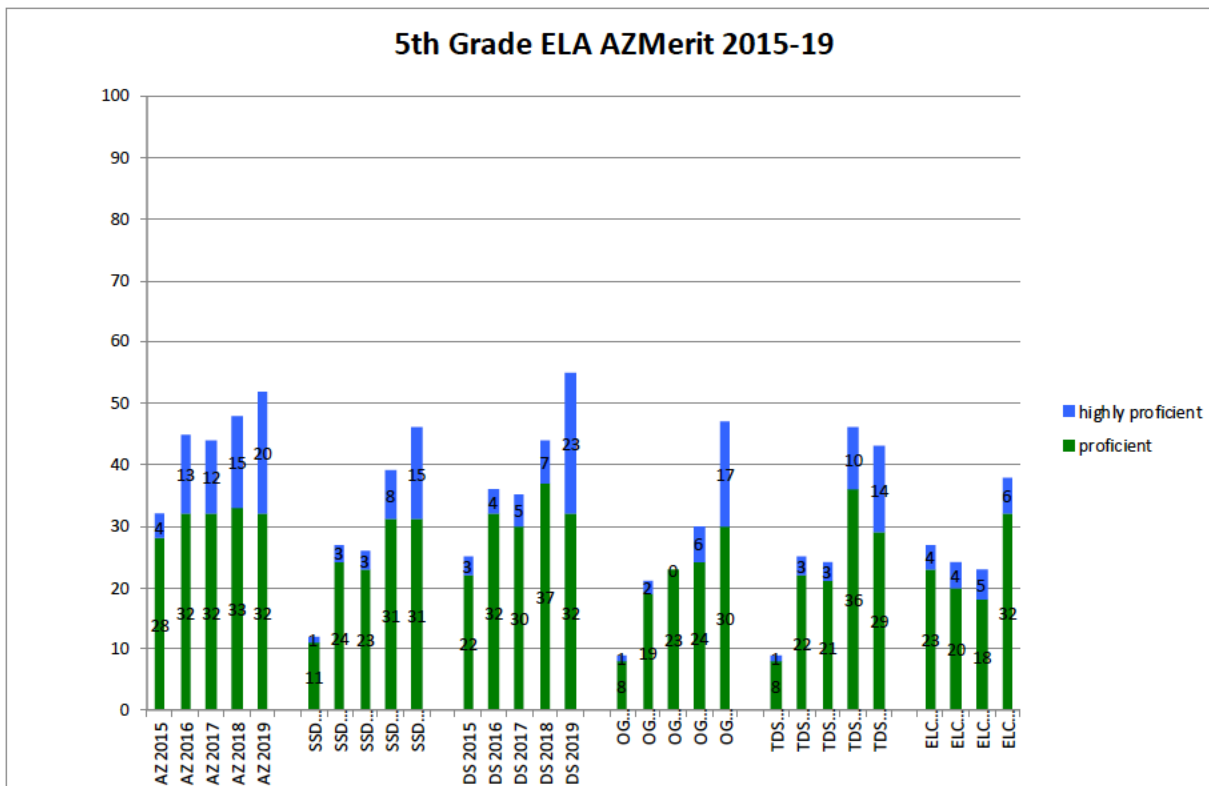
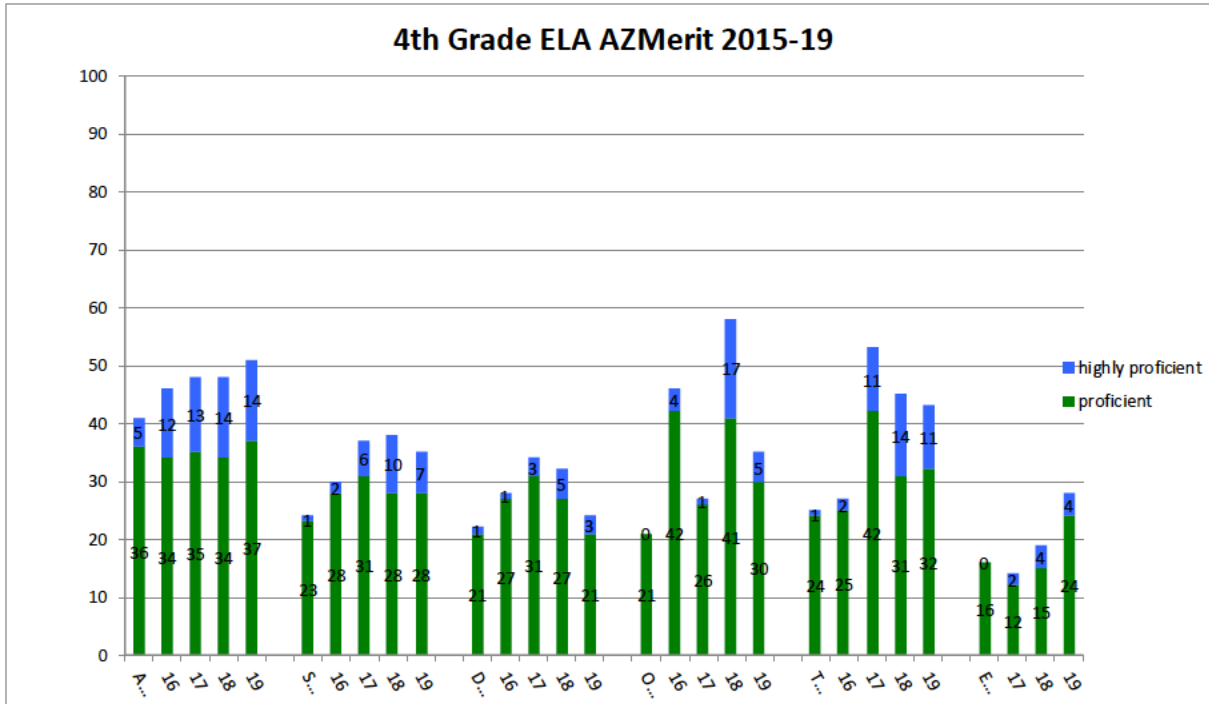
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD ELA 06 Gr. TE #3	67	11.9	47.7%	1044	Minimally Proficient	46.6%	1.5%	59.7% (40)	38.8% (26)	1.5% (1)	0.0% (0)
Orange Grove Elementary School	2020-21 Somerton ESD ELA 06 Gr. TE #3	62	12.6	50.5%	1057	Minimally Proficient	51.9%	12.9%	58.1% (36)	29.0% (18)	11.3% (7)	1.6% (1)
Tierra del Sol Elementary School	2020-21 Somerton ESD ELA 06 Gr. TE #3	106	13.3	53.1%	1070	Minimally Proficient	54.5%	13.2%	59.4% (63)	27.4% (29)	12.3% (13)	0.9% (1)
Valle Del Encanto Elementary School	2020-21 Somerton ESD ELA 06 Gr. TE #3	69	16	63.9%	1120	Partially Proficient	73.3%	36.2%	31.9% (22)	31.9% (22)	30.4% (21)	5.8% (4)
Somerton School District 11	2020-21 Somerton ESD ELA 06 Gr. TE #3	304	13.5	53.8%	1073	Minimally Proficient	56.5%	15.8%	53.0% (161)	31.3% (95)	13.8% (42)	2.0% (6)

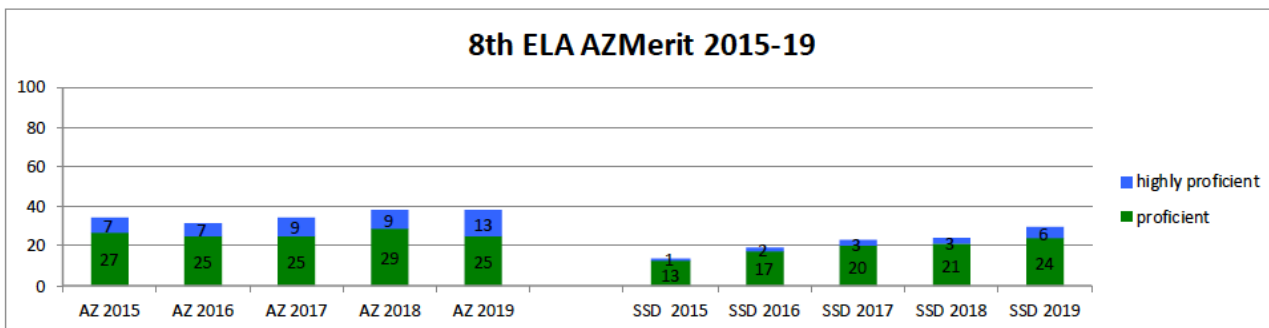
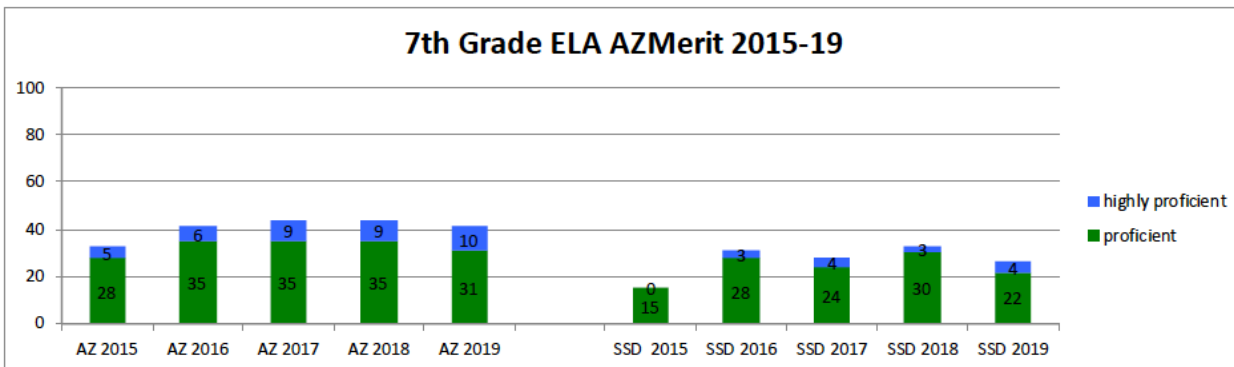
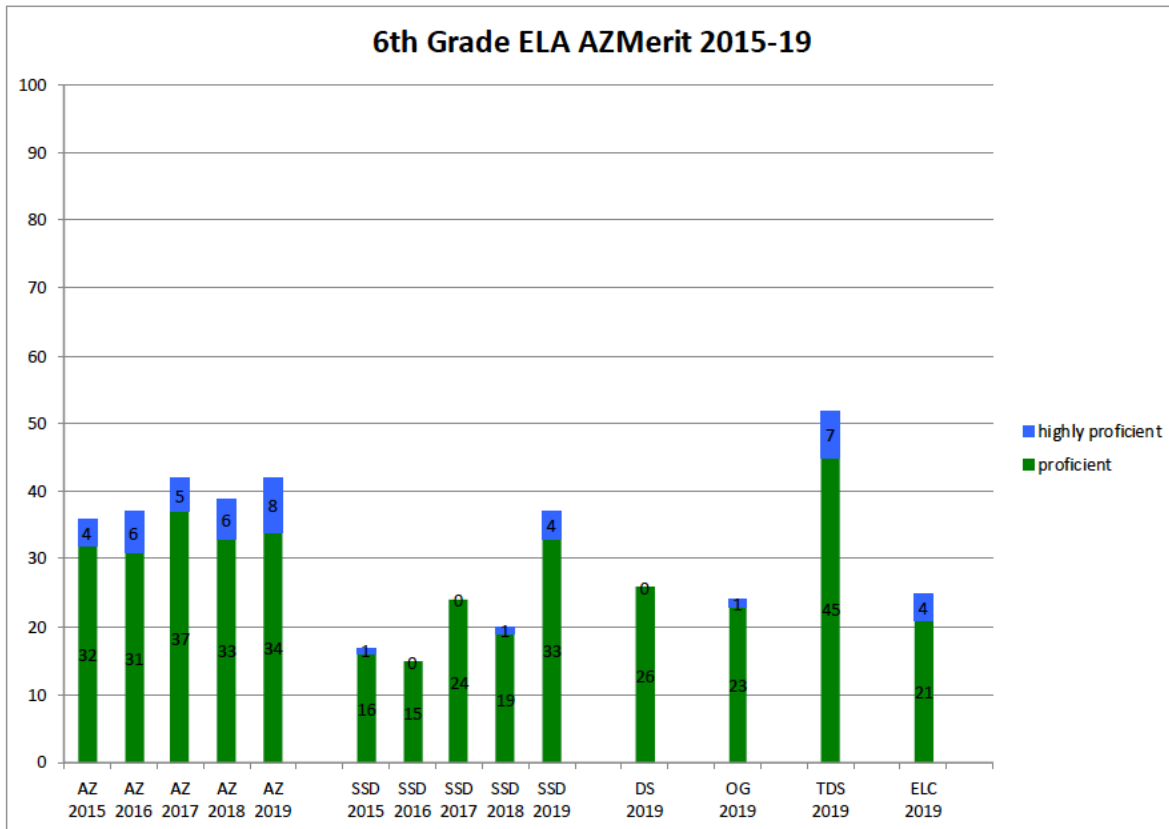
School Performance Level Data												
School	Test	Student Count	Avg Earned Points	Avg % Correct	Avg DL Score	Performance Level	Avg % Of Standards Mastered	% Passing	% Minimally Proficient	% Partially Proficient	% Proficient	% Highly Proficient
Desert Sonora Elementary School	2020-21 Somerton ESD Math 06 Gr. TE #3	67	22.7	40.5%	1033	Minimally Proficient	33.6%	22.4%	59.7% (40)	17.9% (12)	19.4% (13)	3.0% (2)
Orange Grove Elementary School	2020-21 Somerton ESD Math 06 Gr. TE #3	62	21	37.6%	1016	Minimally Proficient	29.3%	11.3%	67.7% (42)	21.0% (13)	6.5% (4)	4.8% (3)
Tierra del Sol Elementary School	2020-21 Somerton ESD Math 06 Gr. TE #3	110	24	42.8%	1046	Minimally Proficient	35.7%	25.5%	56.4% (62)	18.2% (20)	18.2% (20)	7.3% (8)
Valle Del Encanto Elementary School	2020-21 Somerton ESD Math 06 Gr. TE #3	69	29.5	52.7%	1100	Partially Proficient	52.7%	49.3%	37.7% (26)	13.0% (9)	26.1% (18)	23.2% (16)
Somerton School District 11	2020-21 Somerton ESD Math 06 Gr. TE #3	308	24.3	43.5%	1049	Minimally Proficient	37.8%	27.3%	55.2% (170)	17.5% (54)	17.9% (55)	9.4% (29)

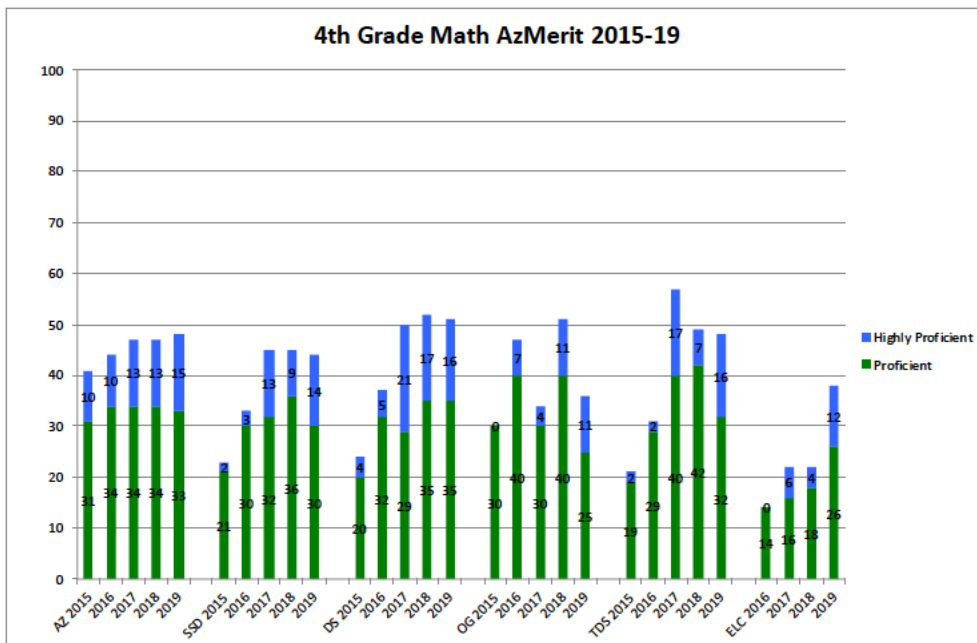
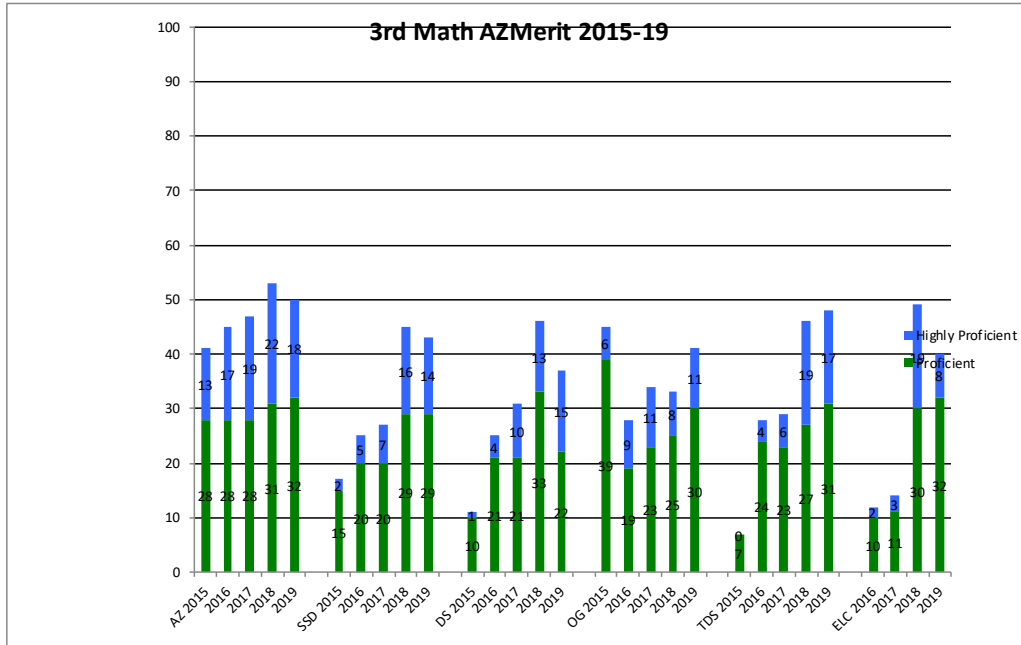


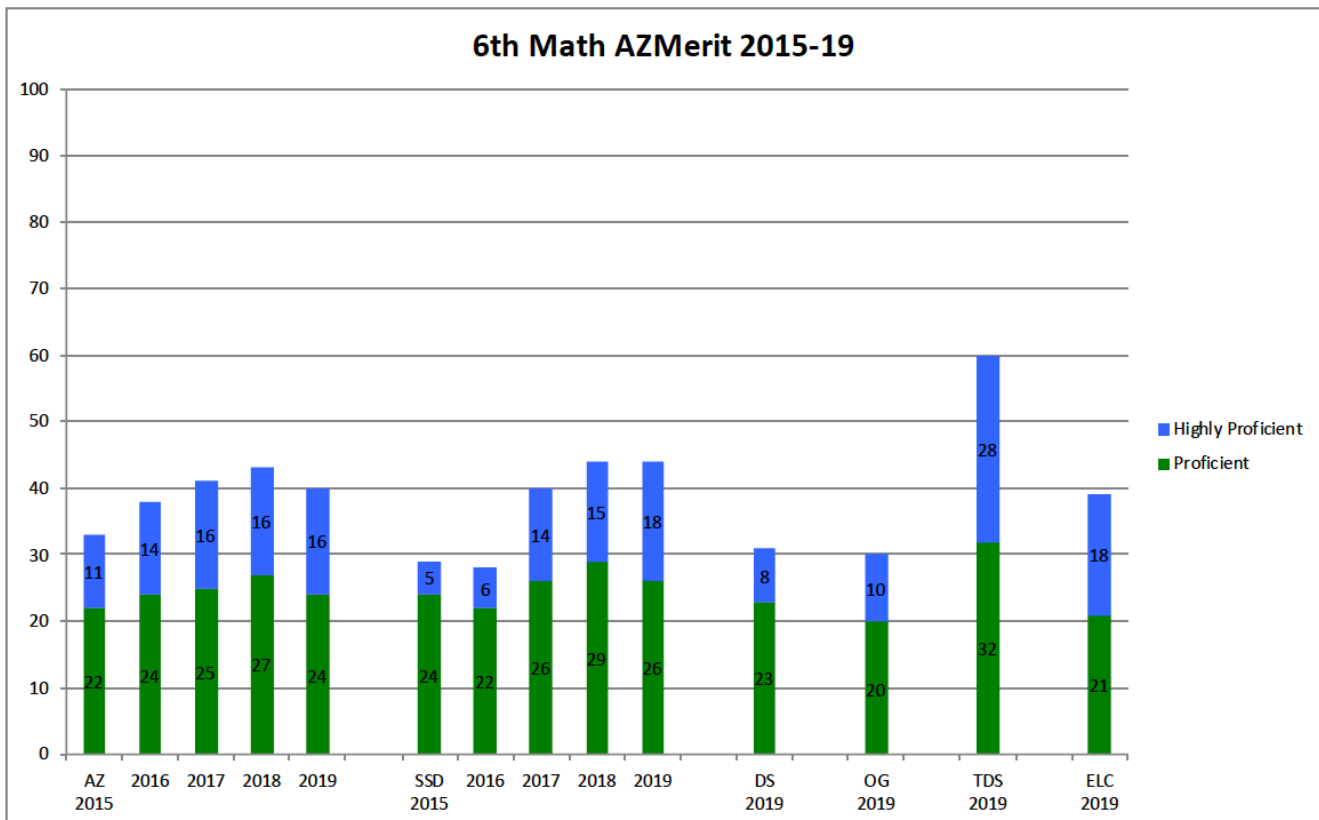
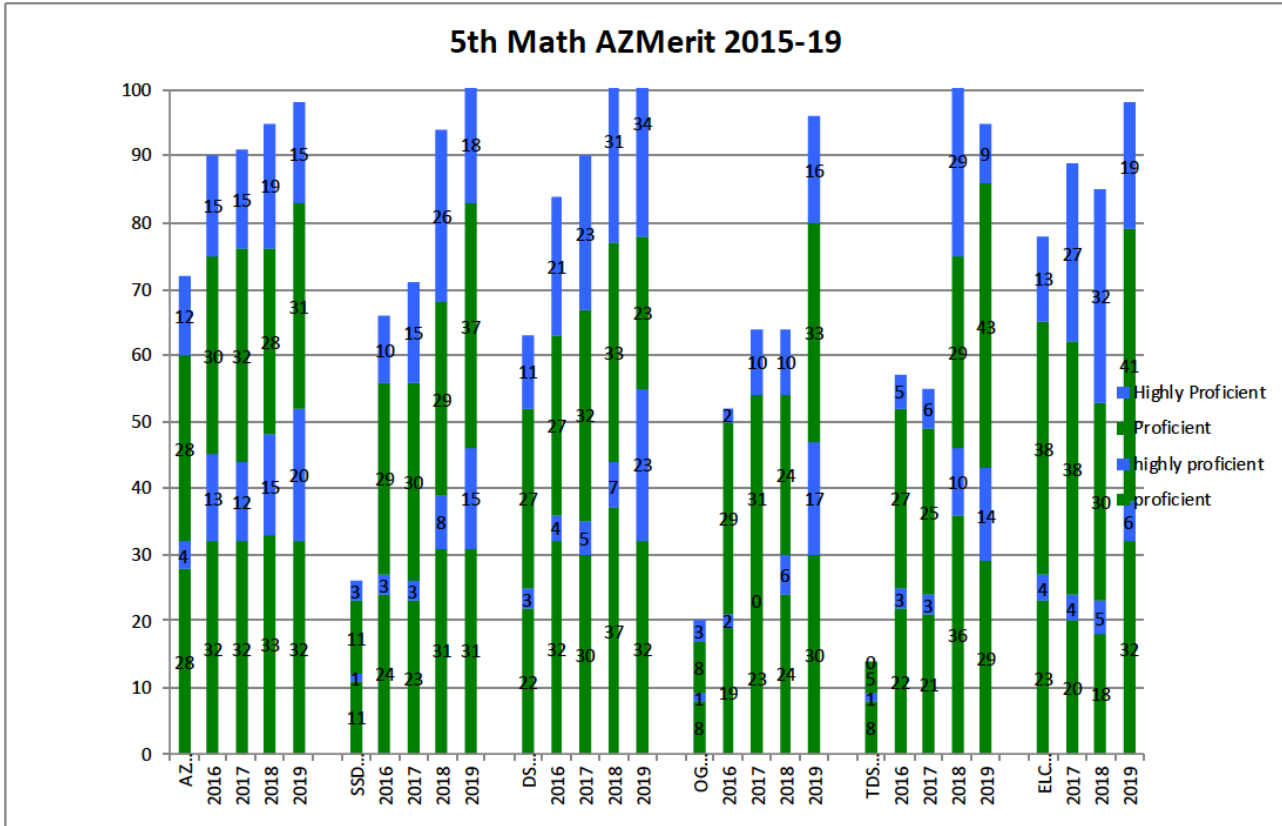
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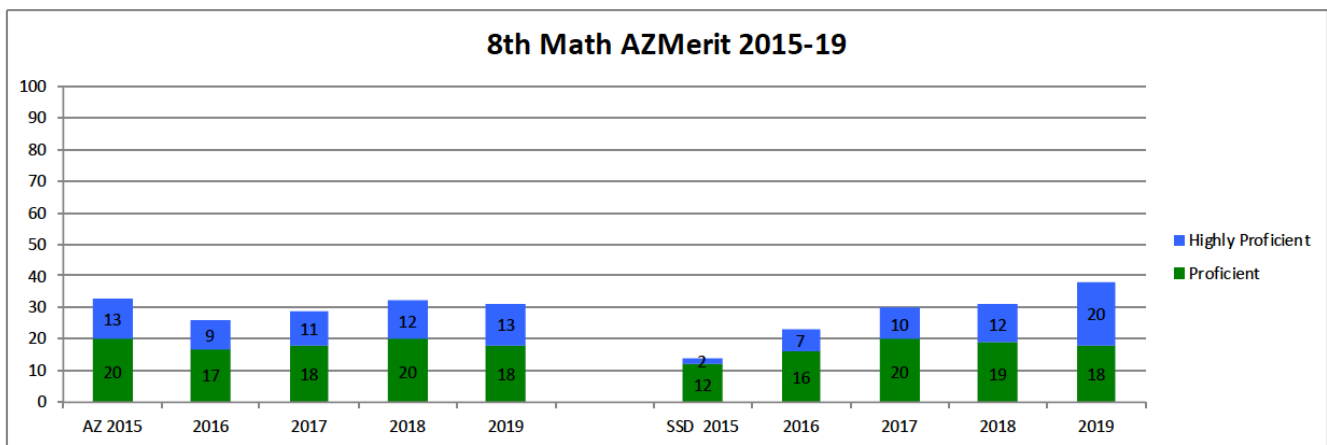
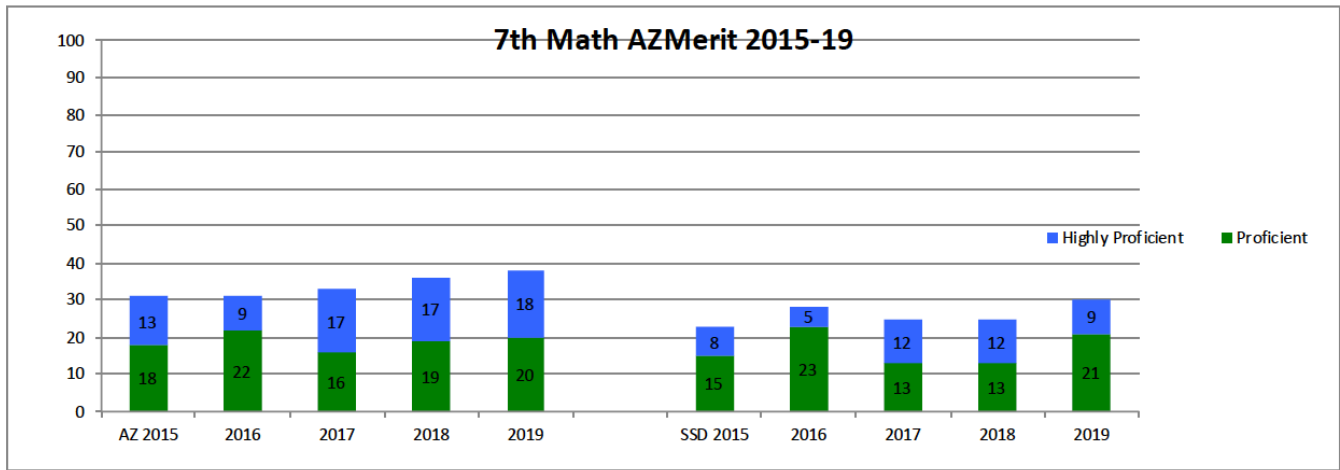








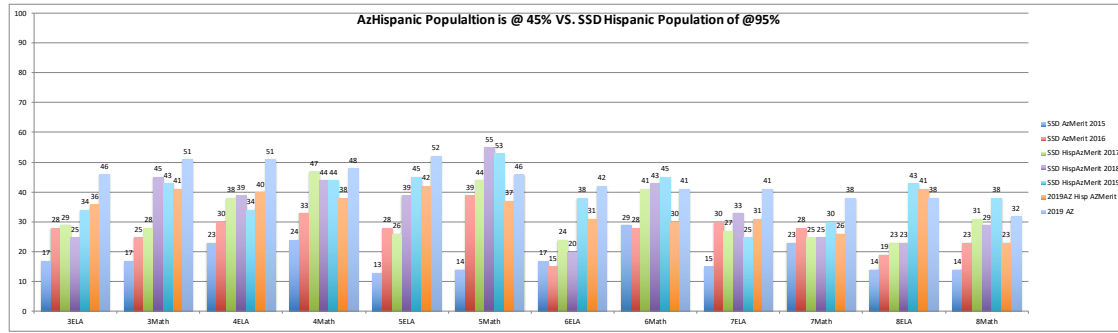






	SSD AzMerit	SSD AzMerit	SSD HispAzN	SSD HispAzN	SSD HispAzN	2019AZ	2019 AZ
3ELA	17	28	29	25	34	35	46
3Math	17	25	28	45	43	41	51
4ELA	23	30	38	39	34	40	51
4Math	24	33	47	44	44	38	48
5ELA	13	28	26	39	45	42	52
5Math	14	39	44	55	53	37	46
6ELA	17	15	24	20	38	31	42
6Math	29	28	41	43	45	30	41
7ELA	15	30	27	33	25	31	41
7Math	23	28	25	25	30	26	38
8ELA	14	19	23	23	43	41	38
8Math	14	23	31	29	38	23	32

Arizona Hispanic population @ 45%  
 SSD Hispanic @95%





AZELLA

### AZELLA Reassessment Spring 2019

#### SSD - Reclassification Rate

GRADE	Number	Spr 2019	Spr 2018	Spr 2017	Spr 2016
K	65	37%	38%	39%	33%
1ST	24	19%	27%	19%	31%
2ND	37	41%	28%	32%	58%
3RD	5	7%	9%	6%	4%
4TH	12	13%	19%	10%	41%
5TH	13	18%	23%	10%	27%
6TH	17	20%	13%	9%	20%
7TH	11	18%	7%	5%	41%
8TH	13	21%	28%	13%	61%
<b>SSD</b>	<b>197</b>	<b>23%</b>	<b>24%</b>	<b>23%</b>	<b>29%</b>
Total Tested		<b>840</b>			

#### 2019-20 ELs

GRADE	Number	Percent
K	185	24%
1ST	109	14%
2ND	105	13%
3RD	54	7%
4TH	66	8%
5TH	80	10%
6TH	59	8%
7TH	69	9%
8TH	51	7%
<b>SSD</b>	<b>778</b>	

#### SMS

7TH GRADE	Number	Percent
PROF	11	18%
INT	43	69%
BAS	4	6%
PE/E	4	6%
Total Tested	<b>62</b>	
8TH GRADE	Number	Percent
PROF	13	21%
INT	33	54%
BAS	7	11%
PE/E	8	13%
Total Tested	<b>61</b>	

#### DSS

K-6 GRADES	Number	Percent
PROF	32	22%
INT	71	48%
BAS	30	20%
PE/E	15	10%
Total Tested	<b>148</b>	

#### OGS

K-6 GRADES	Number	Percent
PROF	39	26%
INT	73	48%
BAS	32	21%
PE/E	7	5%
Total Tested	<b>151</b>	

#### TDS

K-6 GRADES	Number	Percent
PROF	55	23%
INT	123	52%
BAS	42	18%
PE/E	17	7%
Total Tested	<b>237</b>	

#### ELC

K-6 GRADES	Number	Percent
PROF	47	26%
INT	82	46%
BAS	34	19%
PE/E	17	9%
Total Tested	<b>180</b>	

#### SMS

7th-8th Grades	Number	Percent
PROF	26	15%
INT	115	68%
BAS	17	10%
PE/E	11	7%
Total Tested	<b>169</b>	



## AZELLA Reassessment Spring 2019

DSS			OGS			TDS			ELC			SSD		
KINDER	Number	Percent	KINDER	Number	Percent	KINDER	Number	Percent	KINDER	Number	Percent	KINDER	Number	Percent
PROF	13	36%	PROF	20	47%	PROF	18	36%	PROF	14	31%	PROF	65	37%
INT	12	33%	INT	14	33%	INT	20	40%	INT	21	47%	INT	67	39%
BAS	6	17%	BAS	9	21%	BAS	4	8%	BAS	4	9%	BAS	23	13%
PE/E	5	14%	PE/E	0	0%	PE/E	8	16%	PE/E	6	13%	PE/E	19	11%
Total Tested <b>36</b>			Total Tested <b>43</b>			Total Tested <b>50</b>			Total Tested <b>45</b>			Total Tested <b>174</b>		
1ST GRADE			1ST GRADE			1ST GRADE			1ST GRADE			1ST GRADE		
PROF	4	17%	PROF	8	26%	PROF	5	10%	PROF	7	32%	PROF	24	19%
INT	8	33%	INT	13	42%	INT	37	71%	INT	6	27%	INT	64	50%
BAS	9	38%	BAS	8	26%	BAS	8	15%	BAS	6	27%	BAS	31	24%
PE/E	3	13%	PE/E	2	6%	PE/E	2	4%	PE/E	3	14%	PE/E	10	8%
Total Tested <b>24</b>			Total Tested <b>31</b>			Total Tested <b>52</b>			Total Tested <b>22</b>			Total Tested <b>129</b>		
2ND GRADE			2ND GRADE			2ND GRADE			2ND GRADE			2ND GRADE		
PROF	9	33%	PROF	3	30%	PROF	16	44%	PROF	9	50%	PROF	37	41%
INT	13	48%	INT	4	40%	INT	8	22%	INT	6	33%	INT	31	34%
BAS	4	15%	BAS	2	20%	BAS	9	25%	BAS	3	17%	BAS	18	20%
PE/E	1	4%	PE/E	1	10%	PE/E	3	8%	PE/E	0	0%	PE/E	5	5%
Total Tested <b>27</b>			Total Tested <b>10</b>			Total Tested <b>36</b>			Total Tested <b>18</b>			Total Tested <b>91</b>		
3RD GRADE			3RD GRADE			3RD GRADE			3RD GRADE			3RD GRADE		
PROF	0	0%	PROF	1	6%	PROF	4	15%	PROF	0	0%	PROF	5	7%
INT	8	89%	INT	9	56%	INT	14	52%	INT	6	32%	INT	37	52%
BAS	0	0%	BAS	4	25%	BAS	9	33%	BAS	10	53%	BAS	23	32%
PE/E	1	11%	PE/E	2	13%	PE/E	0	0%	PE/E	3	16%	PE/E	6	8%
Total Tested <b>9</b>			Total Tested <b>16</b>			Total Tested <b>27</b>			Total Tested <b>19</b>			Total Tested <b>71</b>		
4TH GRADE			4TH GRADE			4TH GRADE			4TH GRADE			4TH GRADE		
PROF	3	16%	PROF	3	15%	PROF	3	11%	PROF	3	12%	PROF	12	13%
INT	7	37%	INT	13	65%	INT	15	54%	INT	13	52%	INT	48	52%
BAS	7	37%	BAS	4	20%	BAS	8	29%	BAS	7	28%	BAS	26	28%
PE/E	2	11%	PE/E	0	0%	PE/E	2	7%	PE/E	2	8%	PE/E	6	7%
Total Tested <b>19</b>			Total Tested <b>20</b>			Total Tested <b>28</b>			Total Tested <b>25</b>			Total Tested <b>92</b>		

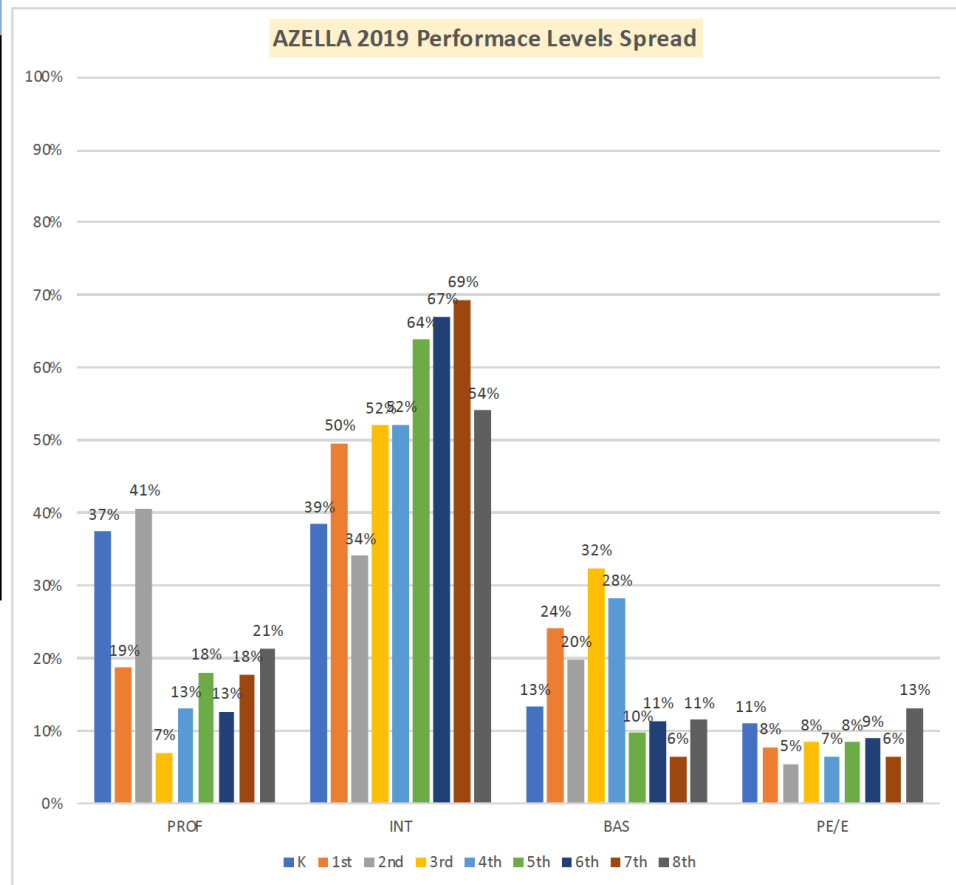
## AZELLA Reassessment Spring 2019

DSS			OGS			TDS			ELC			SSD		
5TH GRADE	Number	Percent	5TH GRADE	Number	Percent	5TH GRADE	Number	Percent	5TH GRADE	Number	Percent	5TH GRADE	Number	Percent
PROF	3	18%	PROF	2	20%	PROF	1	6%	PROF	7	26%	PROF	13	18%
INT	12	71%	INT	5	50%	INT	14	78%	INT	15	56%	INT	46	64%
BAS	1	6%	BAS	1	10%	BAS	2	11%	BAS	3	11%	BAS	7	10%
PE/E	1	6%	PE/E	2	20%	PE/E	1	6%	PE/E	2	7%	PE/E	6	8%
Total Tested <b>17</b>			Total Tested <b>10</b>			Total Tested <b>18</b>			Total Tested <b>27</b>			Total Tested <b>72</b>		
6TH GRADE			6TH GRADE			6TH GRADE			6TH GRADE			6TH GRADE		
PROF	0	0%	PROF	2	10%	PROF	8	31%	PROF	7	29%	PROF	10	13%
INT	11	69%	INT	15	71%	INT	15	58%	INT	15	63%	INT	53	67%
BAS	3	19%	BAS	4	19%	BAS	2	8%	BAS	1	4%	BAS	9	11%
PE/E	2	13%	PE/E	0	0%	PE/E	1	4%	PE/E	1	4%	PE/E	7	9%
Total Tested <b>16</b>			Total Tested <b>21</b>			Total Tested <b>26</b>			Total Tested <b>24</b>			Total Tested <b>79</b>		



## AZELLA Reassessment Spring 2019

SSD			
<b>KINDER</b>	<b>Percent</b>	<b>5TH GRADE</b>	<b>Percent</b>
PROF	37%	PROF	18%
INT	39%	INT	64%
BAS	13%	BAS	10%
PE/E	11%	PE/E	8%
<b>1ST GRADE</b>	<b>Percent</b>	<b>6TH GRADE</b>	<b>Percent</b>
PROF	19%	PROF	13%
INT	50%	INT	67%
BAS	24%	BAS	11%
PE/E	8%	PE/E	9%
<b>2ND GRADE</b>	<b>Percent</b>	<b>7TH GRADE</b>	<b>Percent</b>
PROF	41%	PROF	18%
INT	34%	INT	69%
BAS	20%	BAS	6%
PE/E	5%	PE/E	6%
<b>3RD GRADE</b>	<b>Percent</b>	<b>8TH GRADE</b>	<b>Percent</b>
PROF	7%	PROF	21%
INT	52%	INT	54%
BAS	32%	BAS	11%
PE/E	8%	PE/E	13%
<b>4TH GRADE</b>	<b>Percent</b>		
PROF	13%		
INT	52%		
BAS	28%		
PE/E	7%		





### SSD - Proficiency Percent

GRADE	Number	Spr 2020	Spr 2019	Spr 2018	Spr 2017
K	58	29%	37%	38%	39%
1ST	19	15%	19%	27%	19%
2ND	34	31%	41%	28%	32%
3RD	4	6%	7%	9%	6%
4TH	6	10%	13%	19%	10%
5TH	16	19%	18%	23%	10%
6TH	5	8%	20%	13%	9%
7TH	5	7%	18%	7%	5%
8TH	8	14%	21%	28%	13%
<b>SSD</b>	<b>155</b>	<b>18%</b>	<b>23%</b>	<b>24%</b>	<b>23%</b>

Total Tested **840**

### 2020-21 Projected ELs

GRADE	Number	Percent
K	200	24%
1ST	139	17%
2ND	106	13%
3RD	75	9%
4TH	58	7%
5TH	53	6%
6TH	70	8%
7TH	69	8%
8TH	70	8%
<b>SSD</b>	<b>840</b>	

### SMS

7TH GRADE	Number	Percent
PROF	5	7%
INT	56	75%
BAS	9	12%
PE/E	5	7%
Total Tested	<b>75</b>	<b>Percent</b>
		14%
8TH GRADE	Number	Percent
PROF	8	12%
INT	41	3%
BAS	7	
PE/E	2	
Total Tested	<b>58</b>	

### DSS

K-6 GRADES	Number	Percent
PROF	23	13%
INT	77	45%
BAS	43	25%
PE/E	30	17%
Total Tested	<b>173</b>	

### OGS

K-6 GRADES	Number	Percent
PROF	33	22%
INT	72	48%
BAS	24	16%
PE/E	20	13%
Total Tested	<b>149</b>	

### TDS

K-6 GRADES	Number	Percent
PROF	51	21%
INT	109	45%
BAS	52	21%
PE/E	31	13%
Total Tested	<b>243</b>	

### ELC

K-6 GRADES	Number	Percent
PROF	35	25%
INT	63	45%
BAS	30	22%
PE/E	11	8%
Total Tested	<b>139</b>	

### SMS

7th-8th Grades	Number	Percent
PROF	26	15%
INT	115	68%
BAS	17	10%
PE/E	11	7%
Total Tested	<b>169</b>	



**DSS**

KINDER	Number	Percent
PROF	5	8%
INT	22	35%
BAS	19	31%
PE/E	16	26%
<b>Total Tested</b>	<b>62</b>	

**OGS**

KINDER	Number	Percent
PROF	21	54%
INT	16	41%
BAS	1	3%
PE/E	1	3%
<b>Total Tested</b>	<b>39</b>	

**TDS**

KINDER	Number	Percent
PROF	12	19%
INT	25	39%
BAS	17	27%
PE/E	10	16%
<b>Total Tested</b>	<b>64</b>	

**ELC**

KINDER	Number	Percent
PROF	20	63%
INT	8	25%
BAS	3	9%
PE/E	1	3%
<b>Total Tested</b>	<b>32</b>	

**SSD**

KINDER	Number	Percent
PROF	58	29%
INT	71	36%
BAS	40	20%
PE/E	28	14%
<b>Total Tested</b>	<b>197</b>	

1ST GRADE	Number	Percent
PROF	4	15%
INT	10	38%
BAS	12	46%
PE/E	0	0%
<b>Total Tested</b>	<b>26</b>	

1ST GRADE	Number	Percent
PROF	2	7%
INT	16	55%
BAS	9	31%
PE/E	2	7%
<b>Total Tested</b>	<b>29</b>	

1ST GRADE	Number	Percent
PROF	7	18%
INT	21	55%
BAS	4	11%
PE/E	6	16%
<b>Total Tested</b>	<b>38</b>	

1ST GRADE	Number	Percent
PROF	6	19%
INT	17	53%
BAS	7	22%
PE/E	2	6%
<b>Total Tested</b>	<b>32</b>	

1ST GRADE	Number	Percent
PROF	19	15%
INT	64	51%
BAS	32	26%
PE/E	10	8%
<b>Total Tested</b>	<b>125</b>	

2ND GRADE	Number	Percent
PROF	7	32%
INT	7	32%
BAS	3	14%
PE/E	5	23%
<b>Total Tested</b>	<b>22</b>	

2ND GRADE	Number	Percent
PROF	2	8%
INT	12	46%
BAS	5	19%
PE/E	7	27%
<b>Total Tested</b>	<b>26</b>	

2ND GRADE	Number	Percent
PROF	20	43%
INT	14	30%
BAS	8	17%
PE/E	4	9%
<b>Total Tested</b>	<b>46</b>	

2ND GRADE	Number	Percent
PROF	5	33%
INT	5	33%
BAS	3	20%
PE/E	2	13%
<b>Total Tested</b>	<b>15</b>	

2ND GRADE	Number	Percent
PROF	34	31%
INT	38	35%
BAS	19	17%
PE/E	18	17%
<b>Total Tested</b>	<b>109</b>	

3RD GRADE	Number	Percent
PROF	1	6%
INT	10	56%
BAS	4	22%
PE/E	3	17%
<b>Total Tested</b>	<b>18</b>	

3RD GRADE	Number	Percent
PROF	1	14%
INT	5	71%
BAS	1	14%
PE/E	0	0%
<b>Total Tested</b>	<b>7</b>	

3RD GRADE	Number	Percent
PROF	1	4%
INT	10	36%
BAS	12	43%
PE/E	5	18%
<b>Total Tested</b>	<b>28</b>	

3RD GRADE	Number	Percent
PROF	1	11%
INT	4	44%
BAS	2	22%
PE/E	2	22%
<b>Total Tested</b>	<b>9</b>	

3RD GRADE	Number	Percent
PROF	4	6%
INT	29	47%
BAS	19	31%
PE/E	10	16%
<b>Total Tested</b>	<b>62</b>	

4TH GRADE	Number	Percent
PROF	2	20%
INT	5	50%
BAS	1	10%

4TH GRADE	Number	Percent
PROF	2	14%
INT	8	57%
BAS	2	14%

4TH GRADE	Number	Percent
PROF	2	10%
INT	12	57%
BAS	4	19%

4TH GRADE	Number	Percent
PROF	0	0%
INT	5	36%
BAS	7	50%

4TH GRADE	Number	Percent
PROF	6	10%
INT	30	51%
BAS	14	24%

PE/E	2	20%
<b>Total Tested</b>	<b>10</b>	

PE/E	2	14%
<b>Total Tested</b>	<b>14</b>	

PE/E	3	14%
<b>Total Tested</b>	<b>21</b>	

PE/E	2	14%
<b>Total Tested</b>	<b>14</b>	

PE/E	9	15%
<b>Total Tested</b>	<b>59</b>	

**DSS**

5TH GRADE	Number	Percent
PROF	4	21%
INT	10	53%
BAS	2	11%
PE/E	3	16%
<b>Total Tested</b>	<b>19</b>	

**OGS**

5TH GRADE	Number	Percent
PROF	4	18%
INT	9	41%
BAS	4	18%
PE/E	5	23%
<b>Total Tested</b>	<b>22</b>	

**TDS**

5TH GRADE	Number	Percent
PROF	7	27%
INT	13	50%
BAS	5	19%
PE/E	1	4%
<b>Total Tested</b>	<b>26</b>	

**ELC**

5TH GRADE	Number	Percent
PROF	1	5%
INT	11	58%
BAS	5	26%
PE/E	2	11%
<b>Total Tested</b>	<b>19</b>	

**SSD**

5TH GRADE	Number	Percent
PROF	16	19%
INT	43	50%
BAS	16	19%
PE/E	11	13%
<b>Total Tested</b>	<b>86</b>	

6TH GRADE	Number	Percent
PROF	0	0%
INT	13	81%
BAS	2	13%
PE/E	1	6%
<b>Total Tested</b>	<b>16</b>	

6TH GRADE	Number	Percent
PROF	1	8%
INT	6	50%
BAS	2	17%
PE/E	3	25%
<b>Total Tested</b>	<b>12</b>	

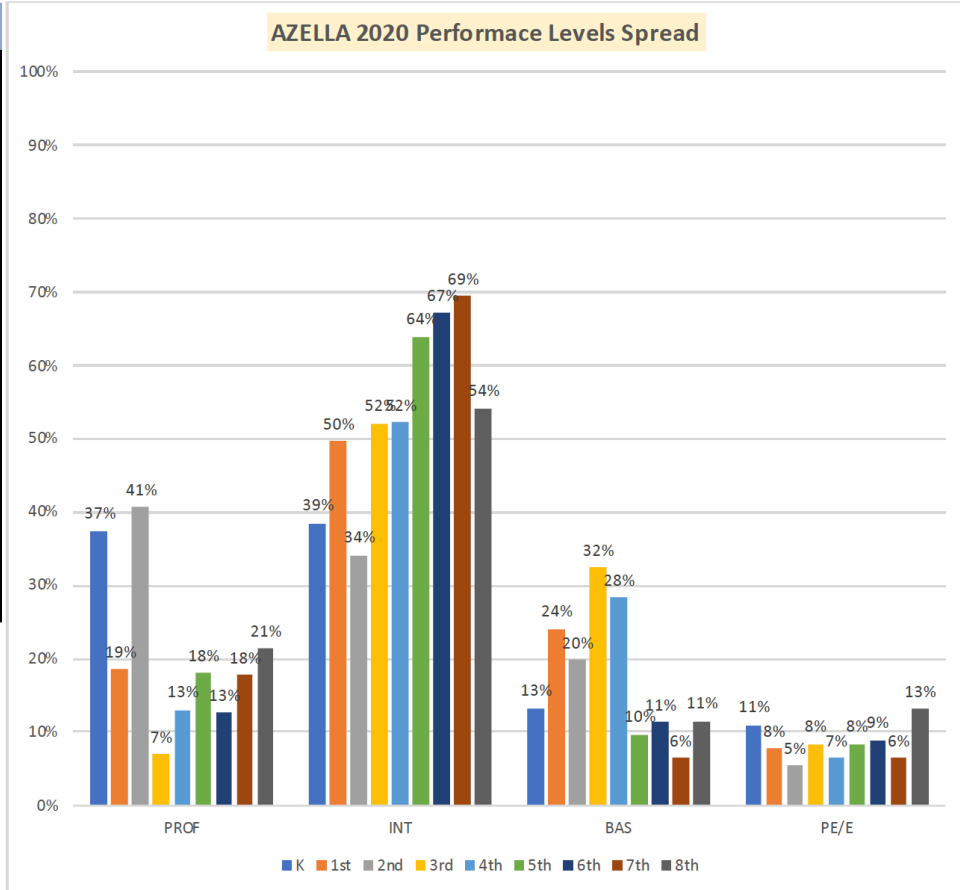
6TH GRADE	Number	Percent
PROF	2	10%
INT	14	70%
BAS	2	10%
PE/E	2	10%
<b>Total Tested</b>	<b>20</b>	

6TH GRADE	Number	Percent
PROF	2	11%
INT	13	72%
BAS	3	17%
PE/E	0	0%
<b>Total Tested</b>	<b>18</b>	

6TH GRADE	Number	Percent
PROF	10	13%
INT	53	67%
BAS	9	11%
PE/E	7	9%
<b>Total Tested</b>	<b>79</b>	



SSD INFO	
<b>KINDER</b>	<b>Percent</b>
PROF	37%
INT	39%
BAS	13%
PE/E	11%
<b>1ST GRADE</b>	<b>Percent</b>
PROF	19%
INT	50%
BAS	24%
PE/E	8%
<b>2ND GRADE</b>	<b>Percent</b>
PROF	41%
INT	34%
BAS	20%
PE/E	5%
<b>3RD GRADE</b>	<b>Percent</b>
PROF	7%
INT	52%
BAS	32%
PE/E	8%
<b>4TH GRADE</b>	<b>Percent</b>
PROF	13%
INT	52%
BAS	28%
PE/E	7%
<b>5TH GRADE</b>	<b>Percent</b>
PROF	18%
INT	64%
BAS	10%
PE/E	8%
<b>6TH GRADE</b>	<b>Percent</b>
PROF	13%
INT	67%
BAS	11%
PE/E	9%
<b>7TH GRADE</b>	<b>Percent</b>
PROF	18%
INT	69%
BAS	6%
PE/E	6%
<b>8TH GRADE</b>	<b>Percent</b>
PROF	21%
INT	54%
BAS	11%
PE/E	13%

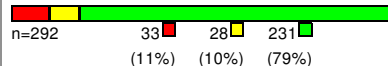
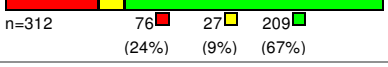
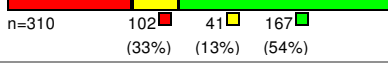
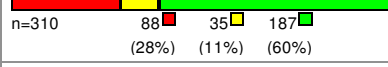
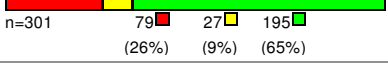
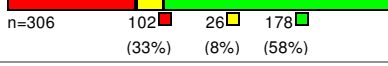
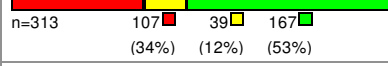
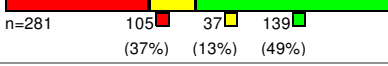
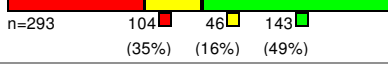
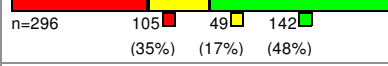
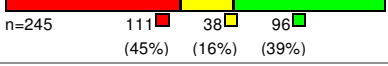
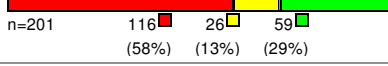
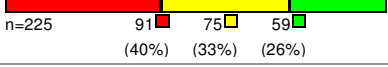
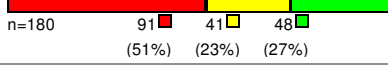
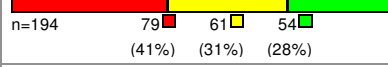
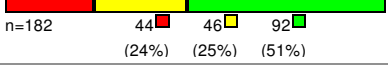
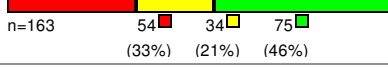
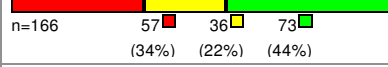
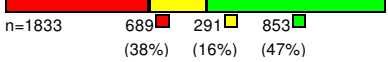
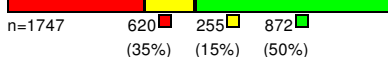
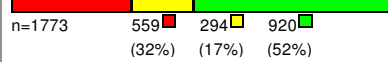




DIBELS

2018-2019 All Grades Status - DIBELS Next - Former Goals  
 District: Somerton School District #11



Grade	Beginning	Middle	End
K	 n=287    183    41    63 (64%)    (14%)    (22%)	 n=294    51    41    202 (17%)    (14%)    (69%)	 n=292    33    26    231 (11%)    (10%)    (79%)
1st	 n=312    76    27    209 (24%)    (9%)    (67%)	 n=310    102    41    167 (33%)    (13%)    (54%)	 n=310    88    35    187 (28%)    (11%)    (60%)
2nd	 n=301    79    27    195 (26%)    (9%)    (65%)	 n=306    102    26    178 (33%)    (8%)    (58%)	 n=313    107    39    167 (34%)    (12%)    (53%)
3rd	 n=281    105    37    139 (37%)    (13%)    (49%)	 n=293    104    46    143 (35%)    (16%)    (49%)	 n=296    105    49    142 (35%)    (17%)    (48%)
4th	 n=245    111    38    96 (45%)    (16%)    (39%)	 n=201    116    26    59 (58%)    (13%)    (29%)	 n=202    90    46    66 (45%)    (23%)    (33%)
5th	 n=225    91    75    59 (40%)    (33%)    (26%)	 n=180    91    41    48 (51%)    (23%)    (27%)	 n=194    79    61    54 (41%)    (31%)    (28%)
6th	 n=182    44    46    92 (24%)    (25%)    (51%)	 n=163    54    34    75 (33%)    (21%)    (46%)	 n=166    57    36    73 (34%)    (22%)    (44%)
All	 n=1833    689    291    853 (38%)    (16%)    (47%)	 n=1747    620    255    872 (35%)    (15%)    (50%)	 n=1773    559    294    920 (32%)    (17%)    (52%)

Legend n = Number of Students    Intensive Support    Strategic Support    Core Support  
 Results Based On DIBELS Composite Score



WACS

Somerton SD11 AZ WACS Percentages by School and Grade and Levels

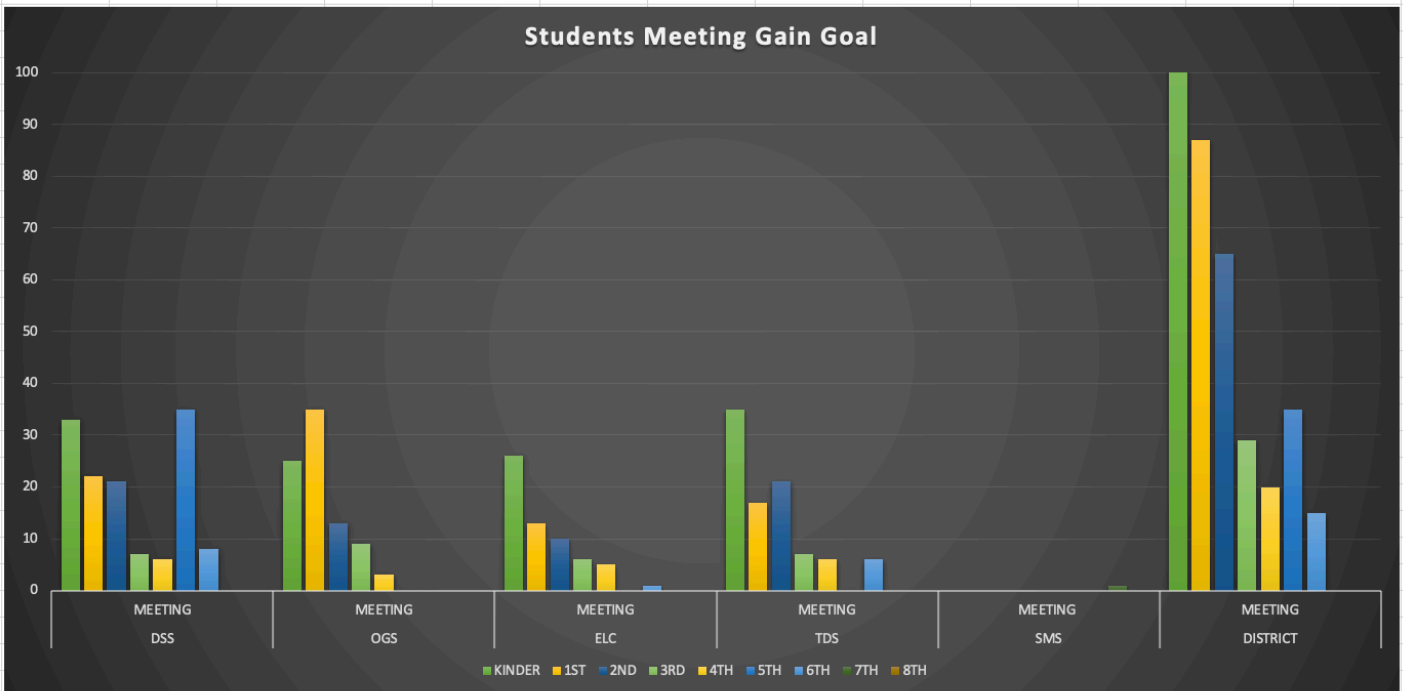
District	Above Expected	At Expected	Below Expected moderate Risk	Below Expected significant Risk	Incomplete Expired Not Taken	Unassigned	Total
<b>Somerton School Dist 11</b>	<b>18.92%</b>	<b>15.38%</b>	<b>11.62%</b>	<b>10.95%</b>	<b>0.44%</b>	<b>42.70%</b>	<b>100.00%</b>
<b>Desert Sonora Elementary</b>	<b>5.42%</b>	<b>4.98%</b>	<b>4.54%</b>	<b>3.76%</b>		<b>2.77%</b>	<b>21.46%</b>
1	2.21%	2.65%	2.65%	0.88%		0.77%	9.18%
2	1.22%	1.00%	1.00%	2.77%		0.88%	6.86%
K	1.99%	1.33%	0.88%	0.11%		0.33%	4.65%
Pre-K						0.77%	0.77%
<b>District Office</b>						<b>0.22%</b>	<b>0.22%</b>
Pre-K						0.22%	0.22%
<b>Orange Grove Elementary</b>	<b>5.09%</b>	<b>4.20%</b>	<b>3.54%</b>	<b>3.65%</b>	<b>0.33%</b>	<b>1.11%</b>	<b>17.92%</b>
1	2.43%	1.99%	1.33%	0.55%		0.22%	6.53%
2	1.66%	1.00%	1.44%	2.99%		0.11%	7.30%
K	1.00%	1.22%	0.77%	0.11%		0.11%	3.21%
Pre-K						0.88%	0.88%
<b>Tierra Del Sol Elementary</b>						<b>35.07%</b>	<b>35.07%</b>
1						11.62%	11.62%
2						10.73%	10.73%
K						11.73%	11.73%
Pre-K						1.00%	1.00%
<b>Valle Del Encanto Elementary</b>	<b>8.41%</b>	<b>6.19%</b>	<b>3.54%</b>	<b>3.54%</b>	<b>0.11%</b>	<b>3.54%</b>	<b>25.33%</b>
1	2.88%	2.65%	1.33%	0.22%		0.55%	7.63%
2	1.88%	1.66%	0.88%	3.21%		0.33%	7.96%
K	3.65%	1.88%	1.33%	0.11%		0.11%	7.63%
Pre-K						2.10%	2.10%
<b>Total</b>	<b>18.92%</b>	<b>15.38%</b>	<b>11.62%</b>	<b>10.95%</b>	<b>0.44%</b>	<b>42.70%</b>	<b>100.00%</b>



Waterford and SuccessMaker

**Students Meeting GAIN Goal**

	DSS		OGS		ELC		TDS		SMS		DISTRICT	
	MEETING	ENROLLED	MEETING	ENROLLED	MEETING	ENROLLED	MEETING	ENROLLED	MEETING	ENROLLED	MEETING	ENROLLED
KINDER	33	41	25	30	26	67	35	106			119	244
1ST	22	77	35	61	13	63	17	107			87	308
2ND	21	57	13	67	10	71	21	97			65	292
3RD	7	60	9	65	6	64	7	104			29	293
4TH	6	74	3	57	5	61	6	144			20	336
5TH	35	71	0	51	0	48	0	111			35	281
6TH	8	67	0	63	1	64	6	116			15	310
7TH									1	218		
8TH									0	164		





## School Integrated Actions Plans

# Somerton School District

# 2021-2022SY

Principle Average Score per District	Principle 1	2.81	Principle 4	2.29
	Principle 2	2.65	Principle 5	2.57
	Principle 3	2.62	Principle 6	2.60

**Principal 1** - Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Indicators	DSS	ELC	OGS	TDS	SMS
Principle Average Score	2.89	2.85	3.00	2.56	2.76
1.1 - Vision	3.00	3.00	3.00	2.00	2.50
1.2 - High Expectations	2.83	2.67	3.00	2.67	2.67
1.3 - Learning Environment	2.33	3.00	3.00	2.67	3.00
1.4 - Collaboration	3.00	2.60	3.00	2.80	2.40
1.5 - Fiscal Accountability	2.88	2.88	3.00	2.38	2.62
1.6 - Recruit Effective Teachers	3.00	3.00	3.00	2.00	2.67
1.7 - Retain Effective Teachers	3.00	3.00	3.00	3.00	3.00
1.8 - Equitable Distribution of Effective Teachers	3.00	3.00	3.00	3.00	3.00
1.9 - Continuous Improvement	3.00	2.50	3.00	2.50	3.00

**Principal 2** - Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. Effective teachers intentionally plan, emphasize evidence-based practices in their lessons, and utilize a balanced assessment system to make instructional decisions for all students.

Indicators	DSS	ELC	OGS	TDS	SMS
Principle Average Score	2.50	2.43	2.96	2.92	2.46
2.1 - High Expectations	2.43	2.43	3.00	3.00	2.00
2.2 - Standards	2.50	2.75	2.75	3.00	2.50
2.3 - Planning of Instruction	2.40	2.60	3.00	2.80	2.60
2.4 - Instruction	2.91	2.27	3.00	3.00	2.45
2.5 - Assessments	3.00	2.44	3.00	3.00	2.33
2.6 - Professional Learning	1.40	2.00	3.00	3.00	2.80
2.7 - Collaboration	2.83	2.50	3.00	2.67	2.50

**Principal 3** - Effective schools organize their time to support the vision of academic and social emotional success for all students. Students have appropriate instructional and non- instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

Indicators	DSS	ELC	OGS	TDS	SMS
Principle Average Score	2.39	2.69	3.00	2.39	2.65
3.1 - School Year/calendar	1.50	3.00	3.00	2.50	2.50
3.2 - School Day Maximizes Instruction	2.60	2.80	3.00	2.60	2.60
3.3 - School Day has Non-instructional Activities	2.33	3.00	3.00	1.33	3.00
3.4 - Contract Day has Professional Learning Time	2.50	3.00	3.00	2.50	2.50
3.5 - Contract Day has Planning/Prep/Collaboration Time	3.00	1.67	3.00	3.00	2.67



**Principal 4** - Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Indicators	DSS	ELC	OGS	TDS	SMS
Principle Average Score	2.17	2.35	2.96	1.94	2.03
4.1 - Well-rounded	2.25	2.75	2.75	2.25	2.25
4.2 - Aligned to Standards	3.00	3.00	3.00	2.50	2.50
4.3 - Evidence and Standards based	2.50	2.33	3.00	1.67	2.17
4.4 - Accommodates Needs of All Learners	2.25	2.00	3.00	1.25	2.25
4.5 - Professional Learning	2.00	2.00	3.00	3.00	3.00
4.6 - Continuous Improvement	1.00	2.00	3.00	1.00	0.00

**Principal 5** - Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity and ensures equity.

Indicators	DSS	ELC	OGS	TDS	SMS
Principle Average Score	2.76	2.61	2.96	2.16	2.36
5.1 - High Expectations	3.00	3.00	3.00	2.50	2.50
5.2 - Respectful Environment	2.50	3.00	3.00	2.25	2.50
5.3 - Valuing Communities and Cultures	2.50	2.83	3.00	2.33	2.33
5.4 - School Health Services	3.00	3.00	3.00	2.33	1.67
5.5 - Academic & Social Emotional Needs	2.80	1.20	2.80	1.40	2.80

**Principal 6** - Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.

Indicators	DSS	ELC	OGS	TDS	SMS
Principle Average Score	2.50	2.75	2.80	2.53	2.43
6.1 - Partnerships with Families	2.50	3.00	3.00	1.83	2.50
6.2 - Communication with Families/Communities	3.00	3.00	2.40	3.00	2.80
6.3 - Family Engaged in Data Informed Decisions	2.00	2.25	3.00	2.75	2.00



## School Primary Need Summaries

Principle 1 0 Schools Identified this Principle as a Primary Need  
 Principle 2 5 Schools Identified this Principle as a Primary Need  
 Principle 3 2 Schools Identified this Principle as a Primary Need

Principle 4 3 Schools Identified this Principle as a Primary Need  
 Principle 5 3 Schools Identified this Principle as a Primary Need  
 Principle 6 2 Schools Identified this Principle as a Primary Need

### Desert Sonora

Indicator	Description of Indicator (Head of Fishbone)	List One Major Contributing Factor to the Problem	Primary Need Statement. The action needed to solve the problem (Tail of the Fishbone)	Describe the impact actions will have on students (Positive re-statement of needs statement)
2.3	Based on all available student data, teachers should intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction.	Due to COVID-19, our school delivered virtual instruction for the majority of the school year. Many students did not access the learning 100% of the time.	Teachers will need training on intervention strategies and differentiated instruction. Principal, Instructional Coach, District Specialist and Mentors will support teachers by delivering PD, Observing and giving feedback, Guiding planning sessions and Data meetings. Small group interventions will focus on targeted skills. Online remediation / enrichment programs will be offered to students. Teachers will plan with grade level teams regularly. Data meetings will be scheduled quarterly.	Teachers will receive coaching and training in addition to time for planning and collaboration with school level and district level teams. Students will receive targeted interventions and differentiated instruction to help them bridge the achievement gap
4.4	Our written curricula must accommodate the needs of all learners, including culturally relevant academic, behavioral and SEL components that meet the needs of the whole child.	Due to COVID-19 and school closure, our students will be coming in to the next grade level with achievement gaps in all academic areas.	Teaching staff will need to adjust the lessons in the curriculum to be able to meet the needs of all students. Small group interventions will focus on targeted skills. Online remediation / enrichment programs will be offered to students. Teachers will plan with grade level teams regularly. Data meetings will be scheduled quarterly.	Teachers will meet regularly to plan and adjust the instruction. Standards from previous grade level that are precursors to current standards being taught will be reviewed and embedded into the current grade's lessons. Teachers will receive guidance and support from Instruction Coach, Principal, Team Leads, District Specialists and Mentors.
3.1	Our school year/calendar is organized to maximize instruction - There is a need for intervention programs that run after school and during intersessions.	Due to COVID-19 and school closure, many of our students did not pass our District Level assessments in ELA and Math. Distance learning was difficult for many of our students due to them not having an adequate environment at home to be able to access the learning and stay focused on their online classes. Many students lacked the support they needed at home to access the learning due to technology issues, such as having a tech savvy person available at home to help them log on and access their online classes consistently.	After school interventions, intersession remedial programs and summer school intervention programs will be offered to our students. Enrichment programs will be offered to students after school.	Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.

### Encanto Learning Center

Indicator	Description of Indicator (Head of Fishbone)	List One Major Contributing Factor to the Problem	Primary Need Statement. The action needed to solve the problem (Tail of the Fishbone)	Describe the impact actions will have on students (Positive re-statement of needs statement)
2.5	Our primary need will be to strengthen the teachers to have a strong understanding of types of assessments and the understanding of the content standards and curricula	Some experience and new teachers lack the full understanding of the different types of assessments and the full understanding of the content standards and curricula	The action needed is to train our teachers to fully understand the different types of assessments and content standards and curricula by providing on-going training throughout the school year, PDs, Assessment Data Meetings, Content Standard and curricula Meetings, and planning time for teachers to fully implement all of their training into their teaching and classrooms.	This will strengthen our teachers to have a strong understanding of types of assessments and content standards and curricula, therefore creating a learning environment for our students that will enhance their academic learning goals at school and throughout their educational life.
4.2	Our primary need will be to strengthen the effective curricula aligned to Arizona standards in all content areas	Some experienced and new teachers lack how to fully align the curricula to the Arizona standards in all contents that they teach	The action needed is to train our teachers to fully align all of their daily activities and curricula to the Arizona State Standards in all of the contents that they teach by having work study sessions where curricula and standard mapping takes place with all of our teachers. This training will be provided by the principal, coaches, district PD director in order to provide a complete understanding of all of the components that are required for alignment purposes.	This will strengthen the effective curricula aligned to Arizona standards in all content areas, therefore creating higher test scores and academic achievement for all of our students.
5.5	Our primary need will be to strengthen ELC's focus on recommending and/or providing services to fully support the academic and social emotional needs of our students	ELC lack a school counselor, however, there are many agencies that provide services to parents and students that we need to learn how to reach out in order to fully support our parents and students.	The action needed here is to train our teachers and staff members to reach out to other agencies that work with our school district in providing resources and services that will enhance and support our parents and students and by providing our agencies to come and speak with all of our staff members regarding their services.	This will strengthen ELC's focus on recommending and/or providing services from other agencies to make up for the lack of counselor at our school, therefore this will create and provide a richer academic and social emotional environment for all of our students at our school

### Orange Grove

Indicator	Description of Indicator (Head of Fishbone)	List One Major Contributing Factor to the Problem	Primary Need Statement. The action needed to solve the problem (Tail of the Fishbone)	Describe the impact actions will have on students (Positive re-statement of needs statement)
5.2	5.2 Our staff need to continue to strengthen an environment which builds mutual respect among leadership, teachers, students, and families by fully implementing the Capturing Kids Hearts and PBIS programs.	Our community is low income rural and our students come with low efficacy and self esteem.	The goal is to improve students self efficacy by training our staff to create an environment which builds mutual respect among leadership, teachers, students, and families through implementing Capturing Kids Hearts Program and PBIS intentionally.	Build an environment where student academic and social success thrive because trust and self confidence have been nurtured and mentored. Communication is transparent and mutual respect is apparent.
2.7	2.7: The primary need is to improve state academic achievement data by providing additional personnel, differentiated professional development, coaching activities, collaborations that will enhance instructional delivery, quality assessment and student outcomes.	Teachers need continued instructional support to keep and continue to improve academic outcomes as determined by state/district assessments.	The goal is to improve student state/district assessments outcomes by supporting additional instructional supports with extra support staff and ensuring teachers are well trained and prepared for quality instruction by providing time for Coaching activities, Professional Learning Collaborations, and Data Disaggregation sessions - these will be measured by district formative/summative assessments and state assessments.	OGS teachers and support staff will be able to provide quality and highly engaging instruction that will provide differentiation for students in academics and behaviors.
6.1	6.1 Our school needs to strengthen positive collaborative partnerships among families, communities and school to support student learning.	Teachers need continued instructional support to keep and continue to improve academic outcomes as determined by state/district assessments.	The goal is to improve a positive mindset, academic and behavioral outcomes by ensuring parents are trained and prepared to support their child. A Parent Liaison will be hired to intentionally provide parent trainings and increase parent participation in the school community directly affecting their child's performance. These will be measured by increased student achievement on state/district assessments, attendance data, observable increased positive mindset, and decreased behavior referrals.	Build a strong partnership among all school and community members to increase students achievement, decrease negative behaviors and increase a positive mindset.



## SSD Instructional Plan

### Tierra del Sol

Indicator	Description of Indicator (Head of Fishbone)	List One Major Contributing Factor to the Problem	Primary Need Statement. The action needed to solve the problem (Tail of the Fishbone)	Describe the impact actions will have on students (Positive re-statement of needs statement)
2.7	Principle 2: Effective Teachers Indicator: 2.7- Our teachers collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students. New curriculum and pandemic factors interrupted consistency and quality of collaboration at both the district and school level.	Teachers need to ensure consistency on implementing higher level questioning, clear high level outcomes, and process for identifying gaps in learning.	Teacher's need to continue developing understanding of high level outcomes and differentiation for both academic/ behavioral goals for all students.	Classroom teachers and instructional aides will engage in continued development and understanding of high level outcomes through planned professional development that differentiates for individual student needs academically and behaviorally.
3.2	Principle 3- Effective Organization of Time- Indicator 3.2- Our school day is organized to maximize well-rounded instruction. Teachers have voiced that there is not enough time in the day to provide adequate whole group, small group instruction along with adaptive programs, and required minutes for EL learners.	Admin and teachers will determine instructional blocks, schedules to allow for appropriate instructional minutes of programs to include: adaptive programs, EL minutes, small and whole group instruction.	TDS needs to ensure they work with District to structure the instructional time in the school day to best meet the minute requirements and instructional needs of students.	TDS will ensure that the instructional school day clearly defines instructional blocks and components within the blocks. We will ensure that any required minutes are met and help to enhance learning for all.
4.2	Principle: Effective Curriculum- Indicator 4.2: Our written curricula align with the AZ State Standards and English language Proficiency Standards, when appropriate, for all content areas. Our district is currently in the process of adopting a new Science curriculum and is currently piloting a Math curriculum. Teachers need additional opportunities for PD, curriculum alignment, best practices, and calendar mapping.	Admin and teachers will work to develop best practices and implementation processes for new curriculum at both the district and school level. On going professional development to support teachers with new and ongoing standards, instruction, pacing, and collaboration to best meet student learning needs.	TDS will ensure that a well developed instructional calendar is used to guide grade level instruction, while PD is provided to build and support instructional best practices based on current student instructional and behavioral data.	Teachers will participate and actively engage in professional development to support new curriculum, pacing, collaboration, and other best practices.

### Somerton Middle School

Indicator	Description of Indicator (Head of Fishbone)	List One Major Contributing Factor to the Problem	Primary Need Statement. The action needed to solve the problem (Tail of the Fishbone)	Describe the impact actions will have on students (Positive re-statement of needs statement)
2.1	Our teachers maintain high academic behavior and social emotional learning expectations for all learners to increase EL and ESS student learning goals	3 to 4 year learning gap, low self efficacy and self regulation skills, and low expectations on self. Teacher low expectations on students, lack of differentiated instruction for our low academic students, more time on practice, Admin tracking of ESS students to continue the push for state testing growth.	EL and ESS students need to show significant growth to reach proficiency. Continue to focus on our targeted TSI students.	EL and ESS students will increase proficiency on state testing by 20%.
5.4	Staff creates an environment which builds mutual respect amongst leaders, teachers, students and families.	Lack of student buy-in, low self efficacy and clear expectations. Staff - Adults demonstrate unconditional care for all students. Apply rules consistently along with PBIS, CKH, and PASS mtgs. Admin- Consistency with programs, PD on equity for all staff.	Increase mutual respect for all.	All staff build mutual respect amongst all stakeholders increasing PD on CKH, PBIS and Equity.
6.3	To engage families in critical data informed decisions that impact student learning.	Parents- Need to increase monitoring of student progress, increase usage of powerschool to progress monitor academic achievement. Staff- Increase opportunities to dialogue regarding student data with stakeholders, increase parent training on powerschool. Admin- Increase dialogue between parents, staff and admin.	Increase family involvement on data that impacts student learning.	We will increase engaging families in critical informed decisions.