Learning Recovery Data Deep Dive

Use this guidance document to conduct a landscape analysis: What does the data tell you about current academic learning needs and the areas where a more intentional focus on recovery and acceleration should be prioritized?

A. **Identify Data Sources:** List the assessments and other data sources below that will best help you identify learning gaps for students across your district

Consider the following data sources:
- Summative and formative assessments from the 2019-2020 school year - Summative and formative assessments from the 2020-2021 school year - Portfolio of student work - Scope and sequence documents and lists of previous year's grade-level standards that were not fully mastered in 2019-2020

B. **Analyze Assessment Data:** Analyze the data from the 2019-2020 school year to identify learning gaps across the district and within each school within your district for each grade level.

I. **Across the District:** When you look at students at schools across the district, in which grade levels and subject areas do you see the greatest learning gaps (the most standards where a high percentage of students are scoring below grade level)?

Pay close attention to content that is the grade-level focus area and serves as a "gatekeeper" for progress	Grade	Reading/Writing/ELA	Math	Science	Social Studies/History
Pay close attention to K-3 reading skills and standards - Phonemic awareness - Phonics/decoding	Kindergarten				
	1				
	2				

- Knowledge-building/ comprehension - Writing					
Pay close attention to 3-5 math skills and standards - Number sense - Algebraic thinking - Fractions, decimals, and percent	3 4 5				
Pay close attention to 6-8 math skills and standards - Expressions/equations - Functions - Geometry	6 7 8				
Pay close attention to 9-12 math skills and standards that support ACT/SAT - Algebra - Geometry - ACT/SAT benchmarks	9 10 11 12				

II. **Comparing and Contrasting Schools:** For districts that have more than one elementary, middle, or high school, look at differences and similarities between schools.

    i. For each specific grade level, are there any standards that had a high percentage of students scoring below grade level *at multiple schools*? (e.g., a high percentage of 3rd graders at all three elementary schools in our district scored below grade level on X standard)

    ii. Were there any specific schools where students struggled with certain standards that students at other schools did not struggle with?

Early Grades (Kindergarten – 2nd Grade)		
Grade	**School 1:**	**School 2:**	**School 3:**
Kindergarten			
1			
2			

Elementary Grades		
Grade	**School 1:**	**School 2:**	**School 3:**
3			
4			
5			

Middle Grades		
Grade	**School 1:**	**School 2:**	**School 3:**
6			
7			
8			

High School		
Grade	**School 1:**	**School 2:**	**School 3:**
9			
10			
11			
12			

** If you would like to conduct a more granular analysis of missed standards and learning loss at each of the schools in your district, we recommend working with the school and teacher leaders at your schools on the Unfinished and Continued Learning document, which includes the Standards Recovery Planning Template and the Curricular Resources Planning Template