Quindew

TRANSFORMING LTEL OUTCOMES AT MOUNTAIN SHADOWS MIDDLE SCHOOL

Mountain Shadows Middle School serves a diverse student population. In the 2023–2024 school year, a breakthrough occurred when an ELD teacher began implementing Quindew—a digital literacy platform emphasizing text-dependent analysis, critical thinking, and evidence-based responses. Quindew requires students to engage with texts, support answers with textual evidence, and offers multiple attempts and motivational rewards that sustain student engagement.
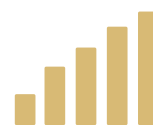
Total LTELS

80

Reclassified

47%

Average Growth

.35

grade level per Season
4-6 weeks of learning

I supported this implementation by aligning Quindew tasks to the linguistic needs of LTELs and embedding its use within designated ELD instructional time. Quindew became the cornerstone of our reading response for LTEL students.

NORMAN
ELD Teacher

MOUNTAIN SHADOWS
MIDDLE SCHOOL

MOUNTAIN SHADOW MIDDLE SCHOOL

At the end of the 2023–2024 school year, data revealed a significant increase in reclassification rates for LTELs who read on Quindew.

47% of LTELs reclassified as Fluent English Proficient (RFEP) after one year of reading with Quindew—far exceeding historical reclassification rates at Mountain Shadow Middle School.

In a system where the annual statewide reclassification rate for English learners is typically only about 13–14%, the fact that 47% of our LTEL students reclassified after one year with Quindew demonstrates a substantially higher level of success than what is commonly seen across California schools. Quindew implementation produced measurable, impactful gains among a traditionally hard-to-serve subgroup.

FORMULA FOR SUCCESS

3 Quests
Students engage in 3 online reading practices per week

+

Reflection
Teacher reviews data with students biweekly

=

~2 Growth
Average reading grade level growth per year

WHY THIS MATTERS

LTEL students often fall through the cracks of literacy instruction: they are fluent conversationally yet unable to access academic texts independently. Traditional curricula and other online reading programs frequently fail to reflect students' true language proficiency or provide meaningful pathways to literacy growth and eventual reclassification.

Quindew's success demonstrates that when LTELs are actively engaged in rigorous work with support, explicitly taught how to identify text-evidence, and provided opportunities to grow through iterative practice, substantial progress is not just possible—it is measurable.

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