LEA name:

Bonsall Unified School District

Performance Indicator Review 2018–19 State Performance Plan Indicator 3 Statewide Assessments Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

Current Performance According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18 Indicator 3: Assessment

ACHIEVEMENT

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for

students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

English Language Arts (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for English Language Arts

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*

2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*

3. *Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

   For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

   For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

   On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. *Select "View Detailed Data," in the top right-hand corner.*

5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?

Yellow

What is the Status Level (e.g. *Very High, Low, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities?

Mid Performance

What is the Change Level (e.g. *Increased, Declined, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities?

Increased

What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities)?

49.3 points below standard

What is the Change – Difference (e.g. + *or – average # of points*) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + *or - # of points*)?

+4.8

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

English Language Arts Achievement

Status Level	Change Level	Both
NA	NA	NA

Mathematics (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for Mathematics

The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*

2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*

3. *Choose "5x5 Mathematics Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

   For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

   For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. Select "View Detailed Data," in the top right-hand corner.

5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?

> **Orange**

What is the Status Level (e.g. *Very High, Low, etc.)* for Mathematics (3-8 and 11) for Students with Disabilities?

> **Low**

What is the Change Level (e.g. *Increased, Declined, etc.)* for Mathematics (3-8 and 11) for Students with Disabilities?

> **Maintained**

What is the Current Status -- Average distance from Standard (e.g. + or – *average # of points)* for Students with Disabilities in Mathematics (3-8 and 11)?

> **70.2 points below standard**

What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + or - *# of points*) for Mathematics (3-8 and 11)?

> **+ 2.2 points**

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

Mathematics Achievement

Status Level	Change Level	Both
		X

PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

English Language Arts (Participation)

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?

96.59%

Participation Target

>95%

Was the participation target met in English Language Arts? (*Answer 'Yes' or 'No.)*

Yes

Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in Mathematics?

96.10%

Participation Target

>95%

Was the participation target met in Mathematics? (*Answer 'Yes' or 'No.)*

Yes

Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)		X
Participation (APR)		

Current Improvement Strategies

What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?

Emphasize importance of CAASPP participation at annual IEP meetings to parents.

Ensure that students have access to Universal and Designated supports, and Accommodations throughout the year.

Streamlined Clerical tracking system to ensure that SEIS system captures all data necessary for upload to TOMS system.

Training all staff before CAASPP testing window.

What current improvement strategies that relate to Indicator 3 achievement (Dashboard):

District has implemented "Learning By Doing" professional development. The training focuses on development of Professional Learning Communities (PLC). Teachers have established norm for all group meetings, increased frequency of data use, created a guiding coalition to support educational reform.

For Special Education, the district adopted a Reading Intervention Program targeting the Orton Gillingham approach to Dyslexia and Reading Instruction

Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies.)

	English Language Arts	**Mathematics**
Participation (APR)	X	X
Achievement (Dashboard)	X	X

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?

All students, including SWD, are part of the PLC planning process as listed above. They will also have access to interventions as needed and all Sped Teachers will have access to the school wide guaranteed and viable curriculum for ELA and Math, and common formative assessments.

Root Cause(s)

Why was the target not met?

Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year's PIR Plan, enter 'N/A' into the blanks.

Root Cause 1:

IEP goals address fundamental computation skills and do not hit the rigor required of the common core math.

This root cause addresses (Check all that apply): English Language Arts ☐   Math ☒   Both ☐

Root Cause 2:

The district does not have a Common Core Aligned Math Curriculum. The district uses iReady intervention materials. However, the intervention materials are not used consistently throughout the district. There is not a cohesive tier 2 intervention plan.

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☒ Both ☐

Root Cause 3:

Students who access Gen Ed Math classes do not have the range of UDL supports for students to access the rigor of the Common Core Math Standards. In addition, students who are far below in Math are in a separate special education class during math instruction.

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☒ Both ☐

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Participation – English Language Arts and Mathematics (3-8 and 11)

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

NA

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☐

Root Cause 2:

NA

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☐

Root Cause 3:

NA

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☐

If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indication the number of root causes.

Action Plan for Improving Schoolwide Assessment for Students with Disabilities

ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA's achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English language arts, math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

IEP goals do not hit the rigor required of the common core math based on grade level standards

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Sped Teachers will collaborate with Gen Ed Teachers on individualizing math and ELA goals to the rigor of grade Common Core State standards • **Beginning of the Year Sped Meeting to discuss shifts in Math Goal Alignment** • **Shared focus on the utilization of Common Core Grade Level Essential Standards** • **Utilization of Grade Level PLC days to collaborate drafts of IEP goals with Gen Ed teachers prior to the IEP meeting**	**Both**	**A List of Grade Level Essential Standards for ELA and Math**	**-District Sped Admin Team** **-District Sped Admin Team** **-Site Admin and Teachers**	**Adapted Grade Level Essential Standards in ELA and Math Goals**	**-Aug 2019** **-Sep 2019** **-Dec 2019**
Provide PD on drafting measurable Common Core Math Goals by November 2019 • **Prepare PD materials to help teachers use CBM as baseline measured to target student's area of weakness in Conceptual Understanding, Procedural Skills and Fluency, and Application** • **Schedule PD day in alignment with District PD calendar** • **Audit IEP goals and provide feedback**	**Math**	**Common Core Math Standards PD material**	**Sped Department – Program Specialist**	**Random audit of 10 IEP Math Goals at each site– with 80% consistency**	**-Sep 2019** **-Oct 2019** **-Apr 2020**

Indicator 3

Root Cause 2:

Lack of district wide curriculum

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
PLC Grade Level Teams will create a list of Common Core Grade Level Essential Standards as part of the site's guaranteed and viable curriculum • **Targeted School Wide Intervention (Tier 1 and 2) will be focused on Common Core Grade Level Essential Standards** • **Special Education IEP goals will be drafted utilizing Common Core Grade Level Essential Standards**	**Both**	**Common Core ELA and Math Framework and Standards**	**-Site Principal** **-Site Grade Level Teams**	**A List of Essential Standards for ELA and Math**	**-Sep 2019** **-Oct 2019**
Develop Common Formative Assessments aligned to Common Core State Standards in the <u>Middle and High School</u>	**Both**	**PLC Planning Time** **Essential Standards**	**MS and HS Math content teams**	**MS and HS Grade Level Common Formative Assessments**	**-Dec 2019**

Sped Students to participate in district benchmark, and CAASPP Performance Task Practice Tests • **Students with mild/mod disabilities with standards based academic goals, will take the district benchmark 2 times per year** • **Students with mild/mod disabilities with standards based academic goals will take the practice performance task test in mathematics prior to CAASPP testing.**	**Math**	**iReady Benchmark test and schedule** **CAASPP Practice Test**	**Gen Ed and Sped Teachers** **Sped Teachers**	**On-going Data Collection of student performance data** **CAASPP Practice test results**	**-Fall 2019** **-Spring 2020** **-Jan 2019**

Indicator 3

Root Cause 3:

Lack of access to Gen Ed Math and UDL supports in Gen Ed Math

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Increase access to Gen Ed Math and ELA curriculum and instruction (IEP Driven)	**Both**	**Master Schedule**	**Site Administration and Site Teachers**	**Master Schedule SWD (mild/mod SDC) on the Gen Ed Roster**	**May 2019 – Aug 2019**
Co-Teach in the Gen Ed Math and ELA Classes at the <u>MS and HS</u>	**Both**	**Sped and Gen Ed Teachers dedicated to Co-Teach**	**Site Administration and Teachers**	**Master Schedule**	**Aug 2019 – Jun 2020**
Gen Ed Training using UDL for Math (Gen Ed and ALL staff) • **Prepare training materials** • **Set up Collaborated Training Date** • **Continue on-going UDL strategies with Sped Teachers and paraprofessionals supporting the Gen Ed Class**	**Math**	**UDL Math Supports** **"Becoming the math teacher you wish you had" – By Tracy Johnson** **Increasing Rigor with Special Ed Students**	**Sped Department – Program Specialist**	**Training Roster**	**By Jan 2020**

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA's participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English Language Arts, Math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

NA

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
NA					

Root Cause 2:

Indicator 3

NA					

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
NA					

Root Cause 3:

NA					

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
NA					

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.

Prepared by California Department of Education February 2019