

SMFCSD 2019 Accountability and Progress Update



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December 19, 2019

Goals for this Presentation

Build shared understanding of

- ▷ The 2019 CAASPP Smarter Balanced Results
- ▷ Progress towards ELA/Math Targets
- ▷ Inquiry around Galileo Results
- ▷ CORE Data Results

1.

San Mateo-Foster City School District Accountability System

3 Ways of Measuring District Progress

CA School
Dashboard

State Accountability
Measure

Local Control and
Accountability Plan
(LCAP)

Local Accountability
Measure

CORE District Data
Collaborative

Local Inquiry
Measure

2.

2019-20 LCAP Goal 2

Students will make progress toward meeting and exceeding grade level California Standards

Primary LCAP Goal 2

Metrics/Indicators

Reading
Inventory (RI)*
(Grades 6-8)

Benchmark assessment
administered to Grades 6-8 that
measures reading comprehension

*LCAP Inclusion (Pending)

CAASPP Results
ELA
(Grades 3-8)

Summative assessment administered to
Grades 3-8 that measures mastery of
English Language Arts and Literacy
Common Core State Standards (CCSS)

CAASPP Results
Mathematics
(Grades 3-8)

Summative assessment administered to
Grades 3-8 that measures mastery of
Mathematics Common Core State
Standards (CCSS)

Galileo
ELA
(Grades 3-8)

Benchmark assessment administered to
Grades 3-8 that measures comprehension
of English Language Arts and Literacy
Common Core State Standards (CCSS)

Galileo
Math
(Grades 3-8)

Benchmark assessment administered to
Grades 3-8 that measures comprehension
of Mathematics Common Core State
Standards (CCSS)

Fountas &
Pinnell
(Grades K-2)

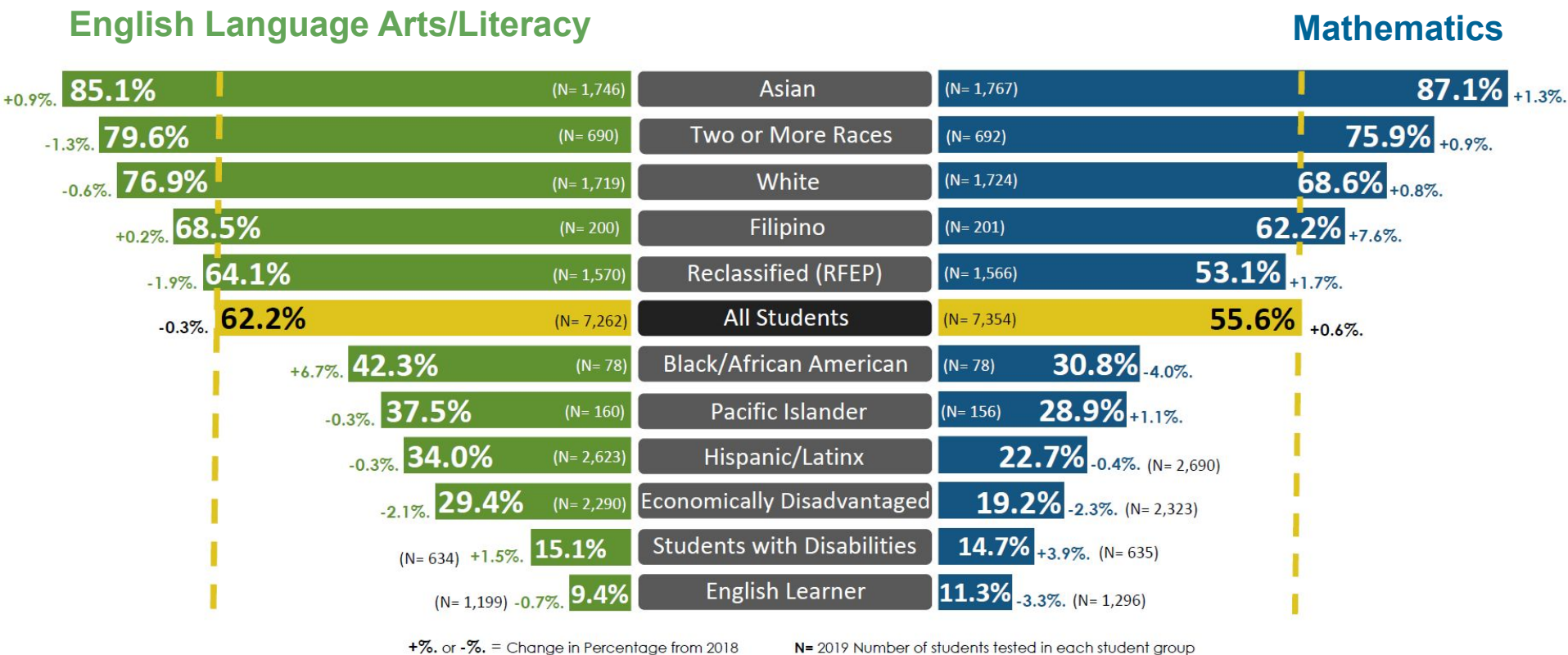
Benchmark assessment administered to
Grades K-5 that measures Reading
comprehension. Results within the 2019-
20 LCAP are focused on K-2 achievement

CAASPP Smarter Balanced Summative Assessment Results 2019

CAASPP Smarter Balanced Summative Assessment Results 2019

Percent Meeting and Exceeding Standard

(Note: Not used for State or Local Accountability)

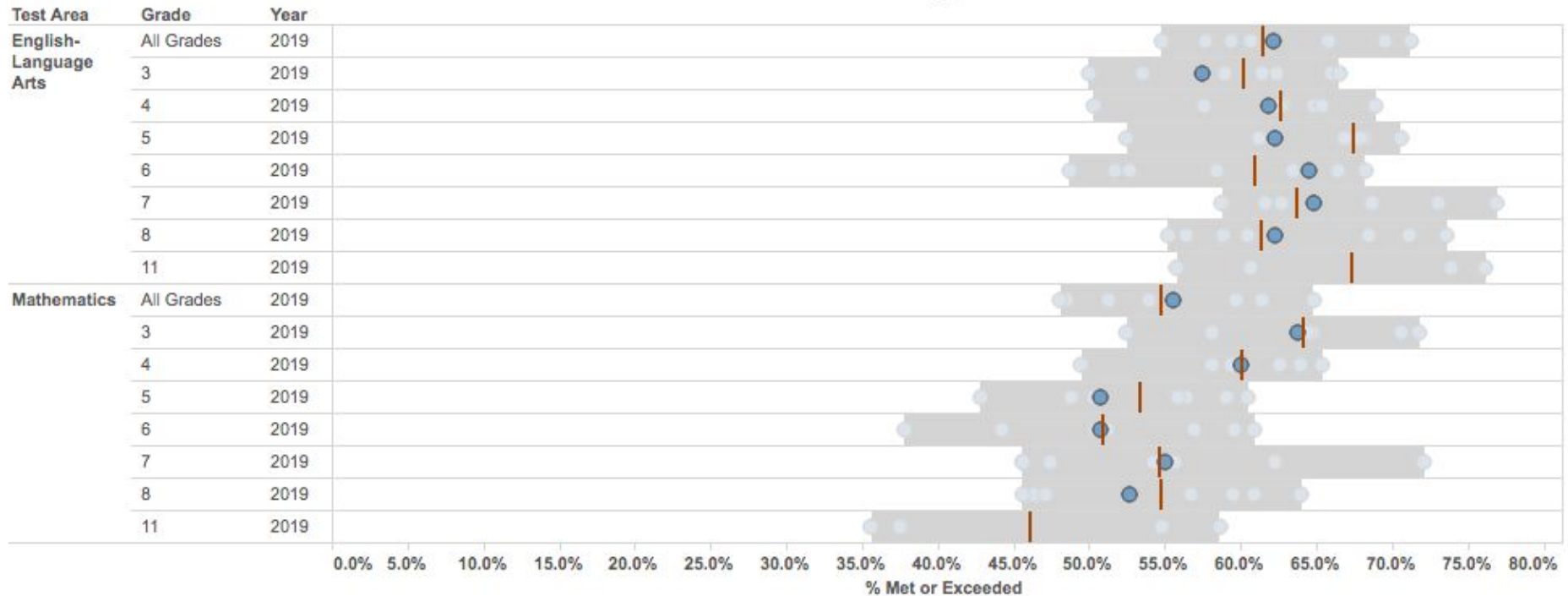


CAASPP Smarter Balanced Summative Assessment Results 2019

Percent Meeting and Exceeding Standard
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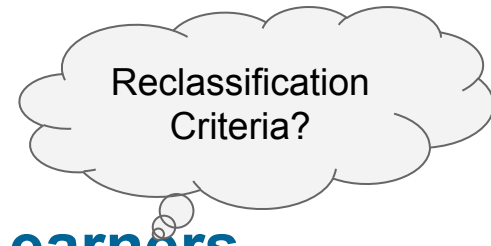
Compared to 7 Similar Districts

All Students



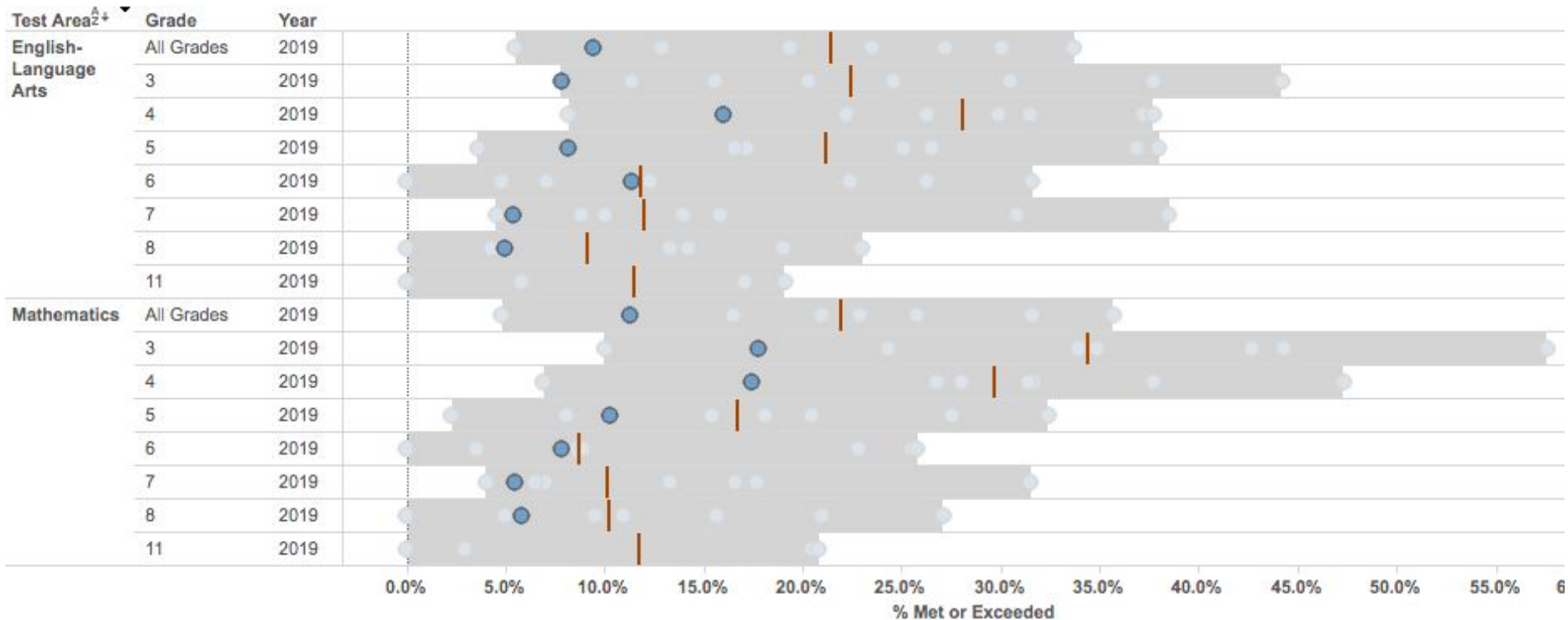
CAASPP Smarter Balanced Summative Assessment Results 2019

Percent Meeting and Exceeding Standard
(Note: Not used for State or Local Accountability)



Compared to 7 Similar Districts

English Learners

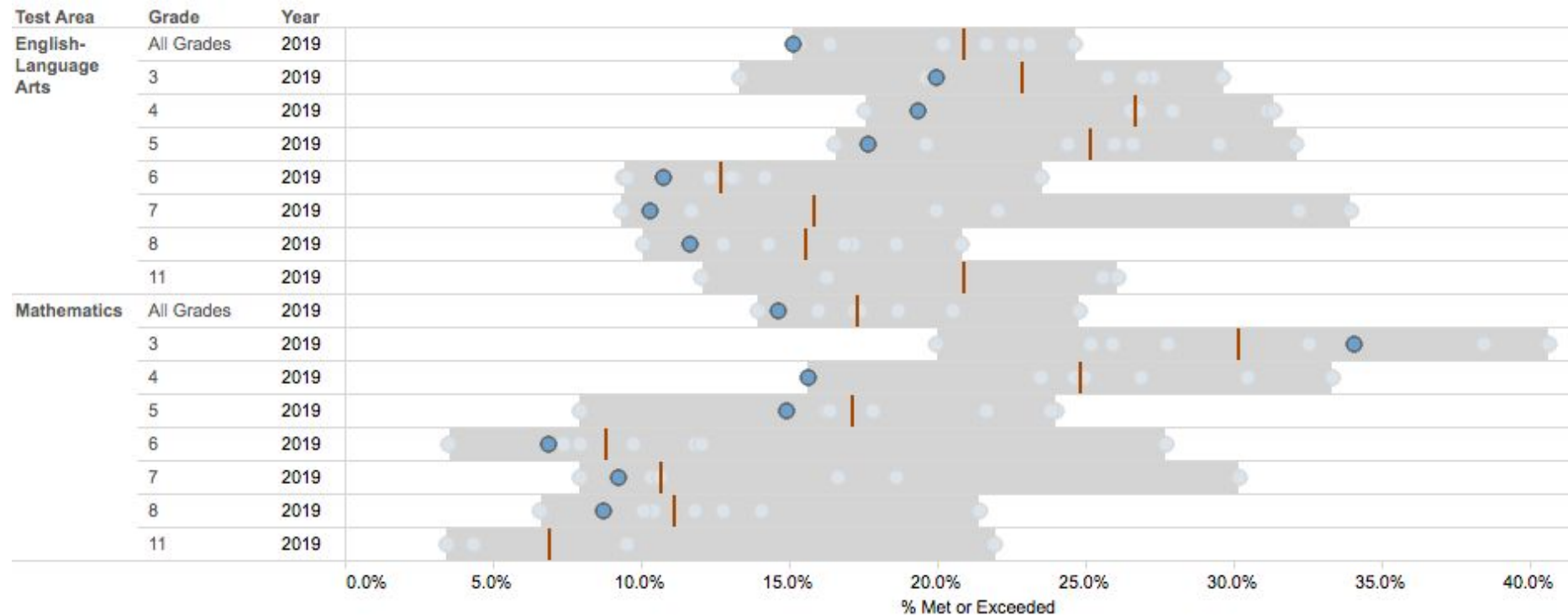


CAASPP Smarter Balanced Summative Assessment Results 2019

Percent Meeting and Exceeding Standard
(Note: Not used for State or Local Accountability)

Compared to 7 Similar Districts

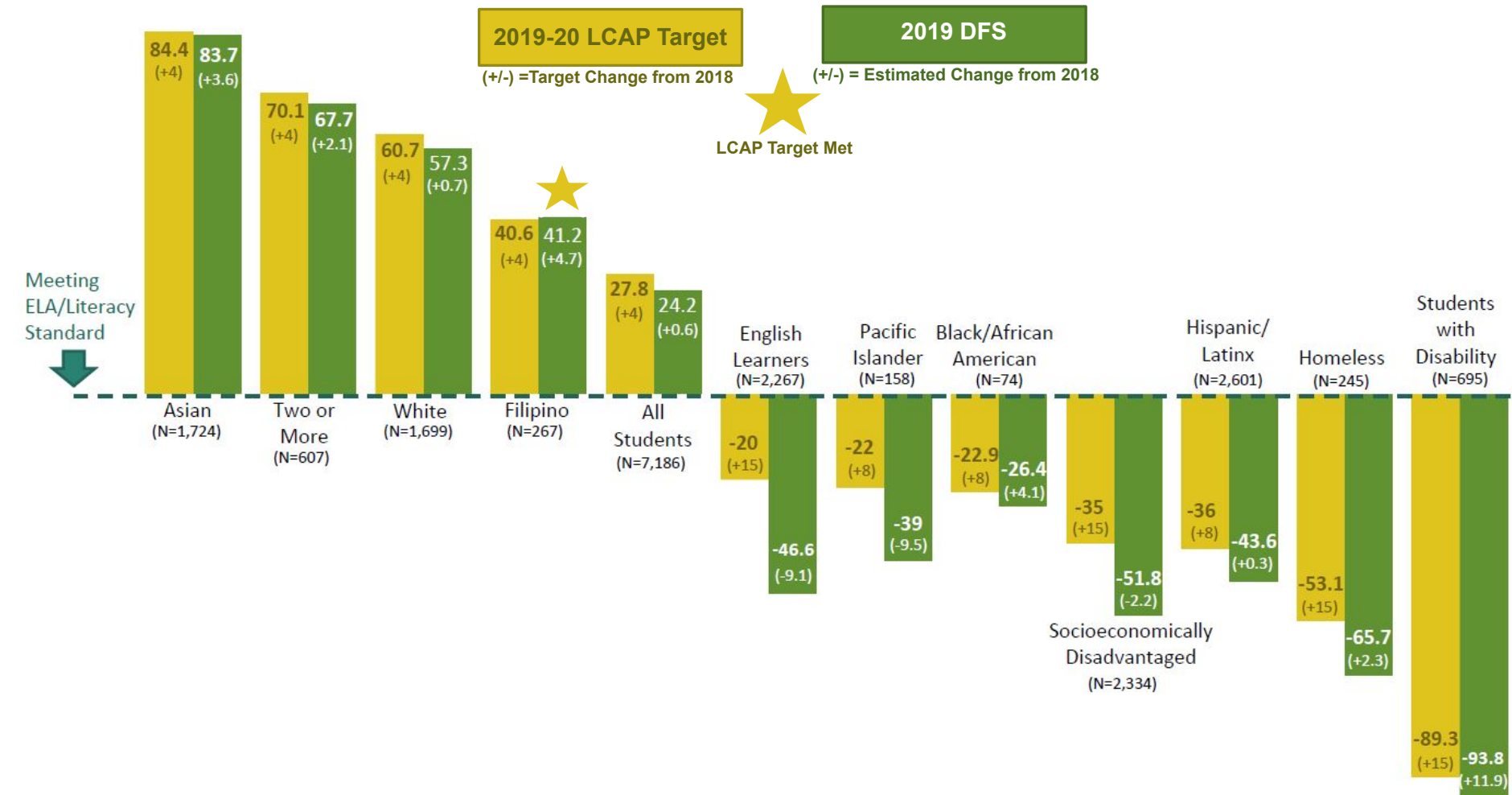
Students with Disability



CA Dashboard Academic Results 2019

English Language Arts

Distance from Standard "Met" (DFS) Fall 2019



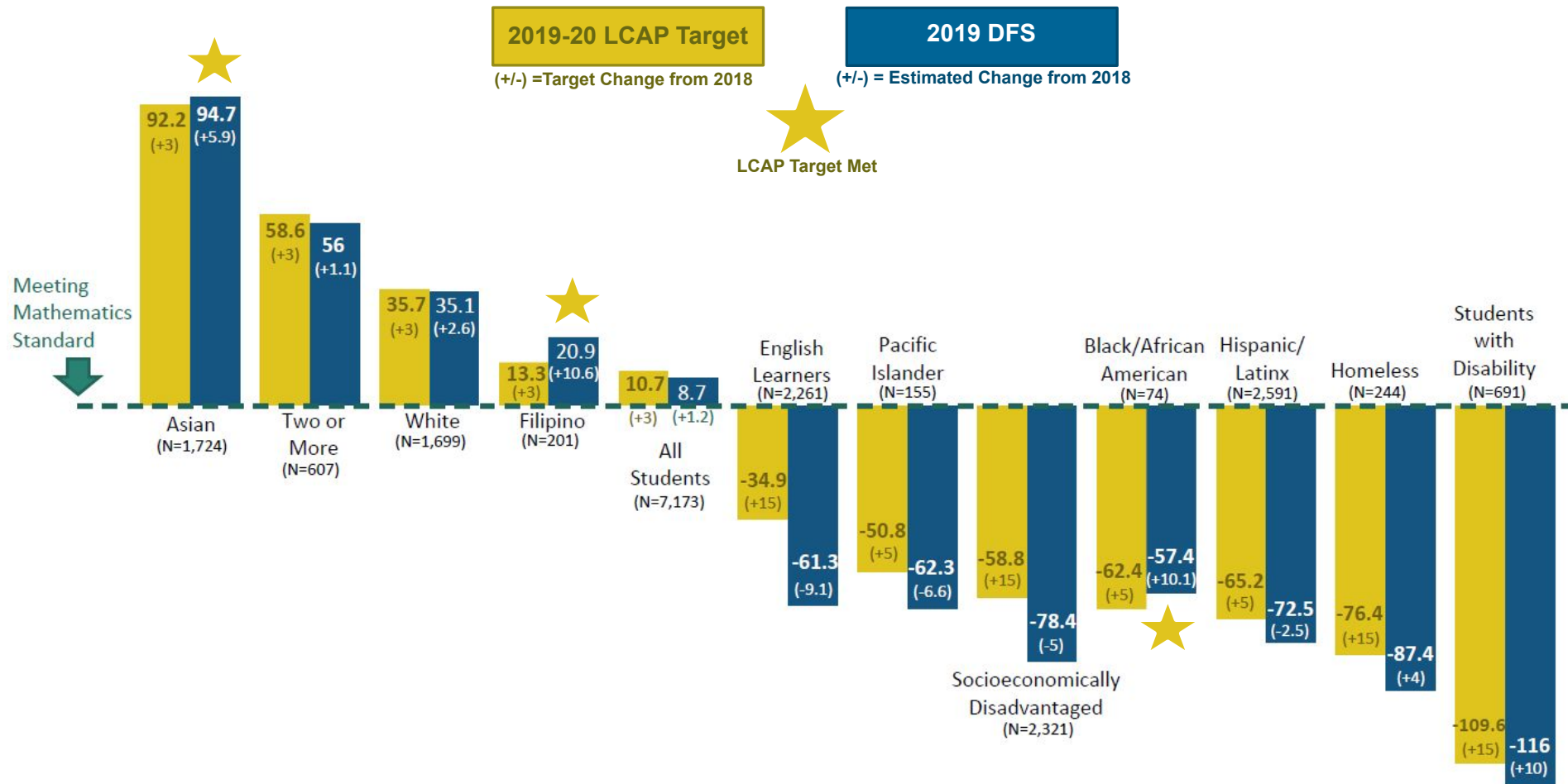
Data Statements

- ▷ With an “All Student” change of +0.6 points above standard, results show that overall, students within SMFCSD did not experience significant change in meeting ELA standards
- ▷ Students identifying as Filipino were the only student group to have met locally determined ELA performance targets (+4.7)
- ▷ Students with disabilities experienced the greatest increase in points above ELA standards (+11.9)

* Please note that business rules as they relate to Students with Disabilities has changed to include student scores from the CAA ELA and Math assessments

Mathematics

Distance from Standard "Met" (DFS) Fall 2019



Data Statements

- ▷ With an “All Student” change of +1.2 points above standard, results show that overall, students within SMFCSD did not experience significant change in meeting Mathematics standards
- ▷ Students identifying as Filipino (+10.6), Black/African American (+10.1) and Asian (+5.9) all met locally determined performance targets and had some of the largest increases within the district
- ▷ Although Students with Disabilities did not meet locally determined performance targets and have the lowest status among student groups (-116.2 points below Mathematics Standards), this student group is among those with the greatest increase in points above Mathematics standards (+10)

* Please note that business rules as they relate to Students with Disabilities has changed to include student scores from the CAA ELA and Math assessments

CA Dashboard Indicators:

SMFCSD District-Schools Summary Reports

S=Current Status C= Change in Status from previous year N= Number of total students within indicator

LIVE · LEAD · LEARN

San Mateo-Foster City		Indicator Performance by Student Group			Fall 2019
	Priority 4 Student Achievement			Priortly 5 Student Engagement	Priority 6 School Climate
Student Groups	Academic ELA	Academic Math	EL Progress	Chronic Absenteeism	Suspension
All Students	S = 24.2 C = +0.6 (N = 7186)	S = 8.7 C = +1.2 (N = 7173)		S = 6% C = +1 (N = 12032)	S = 1.6% C = +0.4 (N = 12146)
English Learners	S = -46.6 C = -9.1 (N = 2267)	S = -61.3 C = -9.1 (N = 2261)	S = 54.1% C = +0 (N = 1989)	S = 8.3% C = +2 (N = 3353)	S = 2% C = +0.6 (N = 3402)
Foster Youth	S = 0 C = +0 (N = 8)	S = 0 C = +0 (N = 8)		S = 16.7% C = -29.2 (N = 18)	S = 23.8% C = +6.6 (N = 21)
Homeless	S = -65.7 C = +2.3 (N = 245)	S = -87.4 C = +4 (N = 244)		S = 15.4% C = -0.2 (N = 408)	S = 3.6% C = +2.5 (N = 414)
SED	S = -51.8 C = -2.2 (N = 2334)	S = -78.4 C = -5 (N = 2321)		S = 11.7% C = +2 (N = 3851)	S = 3.3% C = +0.9 (N = 3893)
Students with Disabilities	S = -93.8 C = +11.9 (N = 695)	S = -116.2 C = +10 (N = 691)		S = 13% C = +1.2 (N = 1080)	S = 5.5% C = +0.8 (N = 1086)
African American/ Black	S = -26.4 C = +4.1 (N = 74)	S = -57.4 C = +10.1 (N = 74)		S = 9.3% C = -2.1 (N = 118)	S = 6.7% C = +1.8 (N = 119)

*Color unavailable/gray if student group is below 30 this year or last year

*Color Status, and Change unavailable/gray if student group is 10 or fewer this year or last year

*Blank cells represent indicators that contain zero students or are unrelated to the district type

*The California Department of Education will not assign a color to the EL Progress Indicator for the Fall 2019 Dashboard. The colors shown here correspond with the following EL Progress status levels:

Blue= Very High Progress
Green= High Progress
Yellow= Medium Progress
Orange= Low Progress
Red= Very Low Progress

CA Dashboard Indicators:

EL Progress

Determining Status Levels from the Status Rate

The ELPI Status rate reflects the number of ELs who moved up at least one ELPI level or maintained the ELP criterion (Level 4 on the ELPAC SA) from the prior to the current year divided by the number of ELPAC SA takers with both a current and prior year ELPAC SA level. The proposed Status rate cut scores for each of the Status levels are:

Status Level	Proposed Status Rate Cut Score
Very Low	Less than 35% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).
Low	35% to less than 45% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)
Medium	45% to less than 55% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).
High	55% to less than 65% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).
Very High	65% or more of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).

CA Dashboard Indicators: EL Progress

The ELPAC SA has four overall performance levels:

- Level 1 – Minimally Developed
- Level 2 – Somewhat Developed
- Level 3 – Moderately Developed
- Level 4 – Well Developed

Dividing overall performance levels two and three (**for accountability purposes only**) gives **six overall ELPI levels**:

- 1) Level 1 (same as ELPAC SA Level 1)
- 2) Level 2L (ELPAC SA Low Level 2)
- 3) Level 2H (ELPAC SA High Level 2)
- 4) Level 3L (ELPAC SA Low Level 3)
- 5) Level 3H (ELPAC SA High Level 3)
- 6) Level 4 (ELPAC SA Level 4)

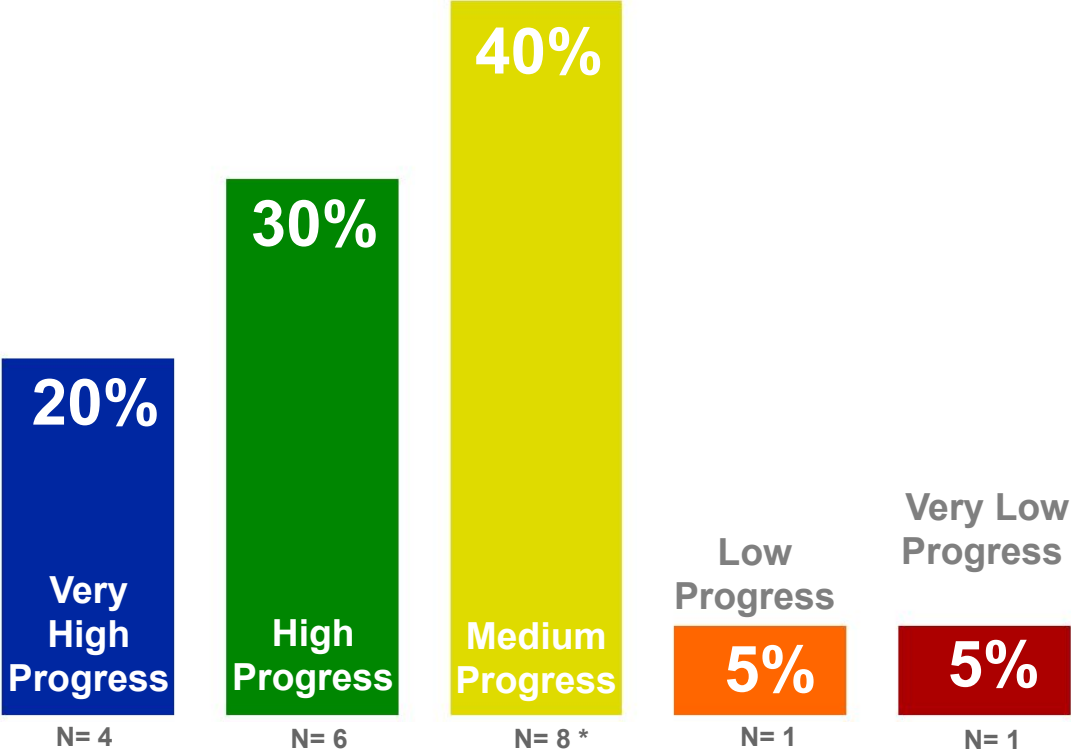
English Learner Progress

Percent of schools at each EL Progress Level

Overall District Status

Medium Progress

54.1% of EL Students making Progress



* All Middle Schools had a “Medium” EL Progress Status

Data Statements

- ▷ Half (50%) of our district schools received a “High” to “Very High” EL Progress Status (55% - 65%+ of EL Students increasing an ELPAC level or maintaining a 4 “Well Developed” level)
- ▷ The majority of schools in our district received a “Medium” EL Progress Status (45% - 54% of EL Students increasing an ELPAC level or maintaining a 4 “Well Developed” level)
- ▷ The EL Progress status among our district schools ranged from a low of 24.7% to a high of 82.1%

*The English Learner Progress Indicator is not disaggregated by home language, race/ethnicity, or English learner type

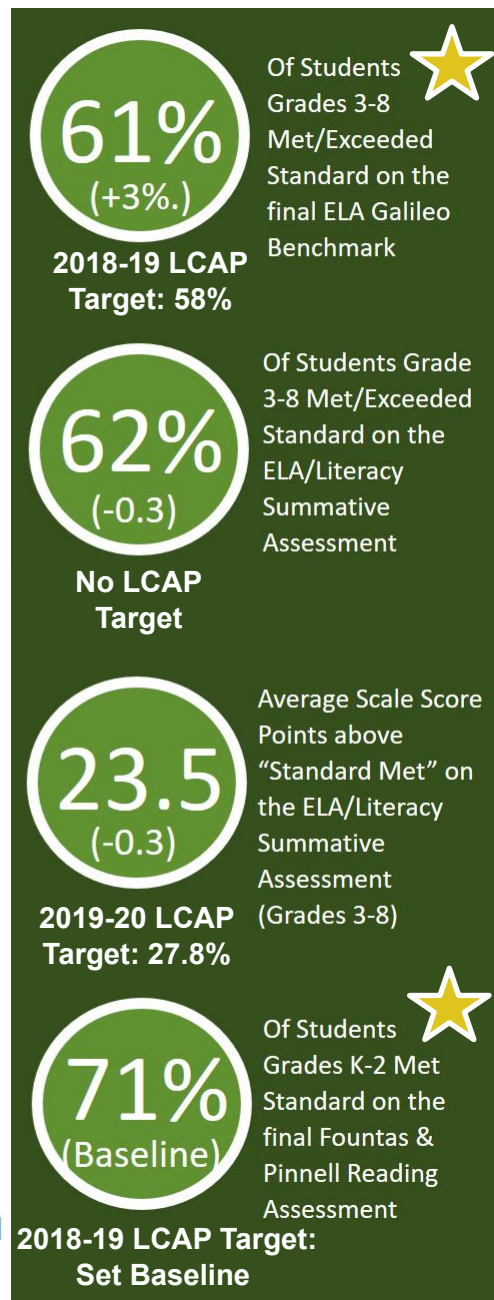
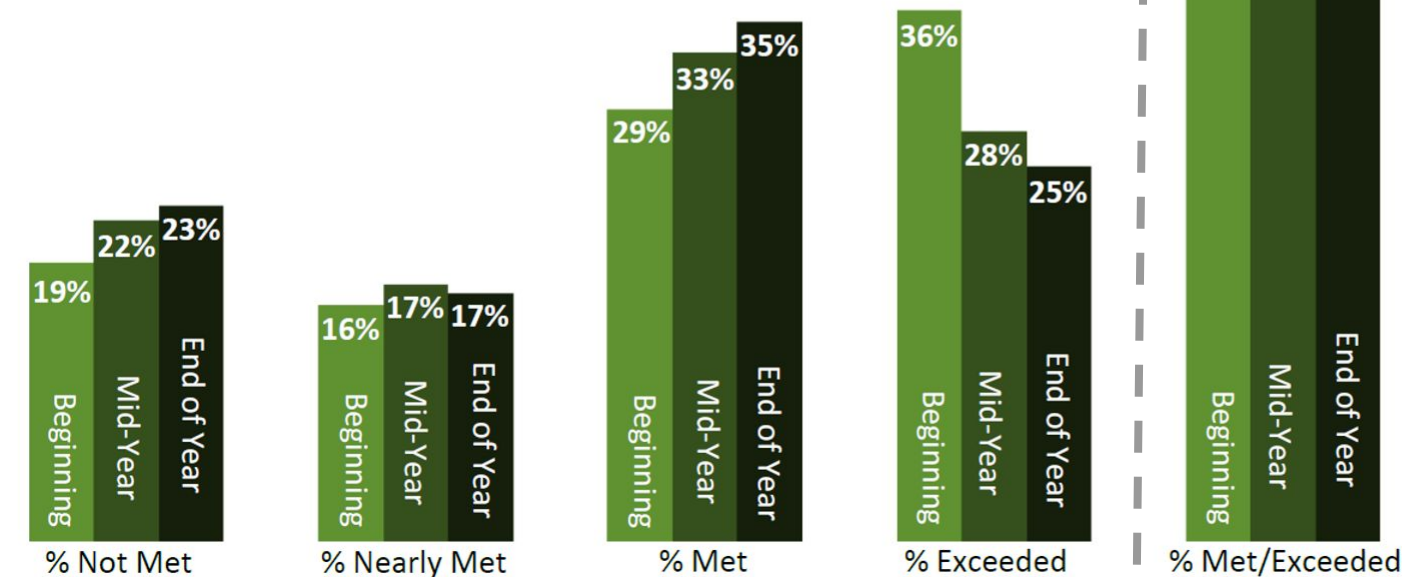
Galileo ELA 2018-19

Fountas & Pinnell 2018-19

English Language Arts Overview

All Students 2018-19

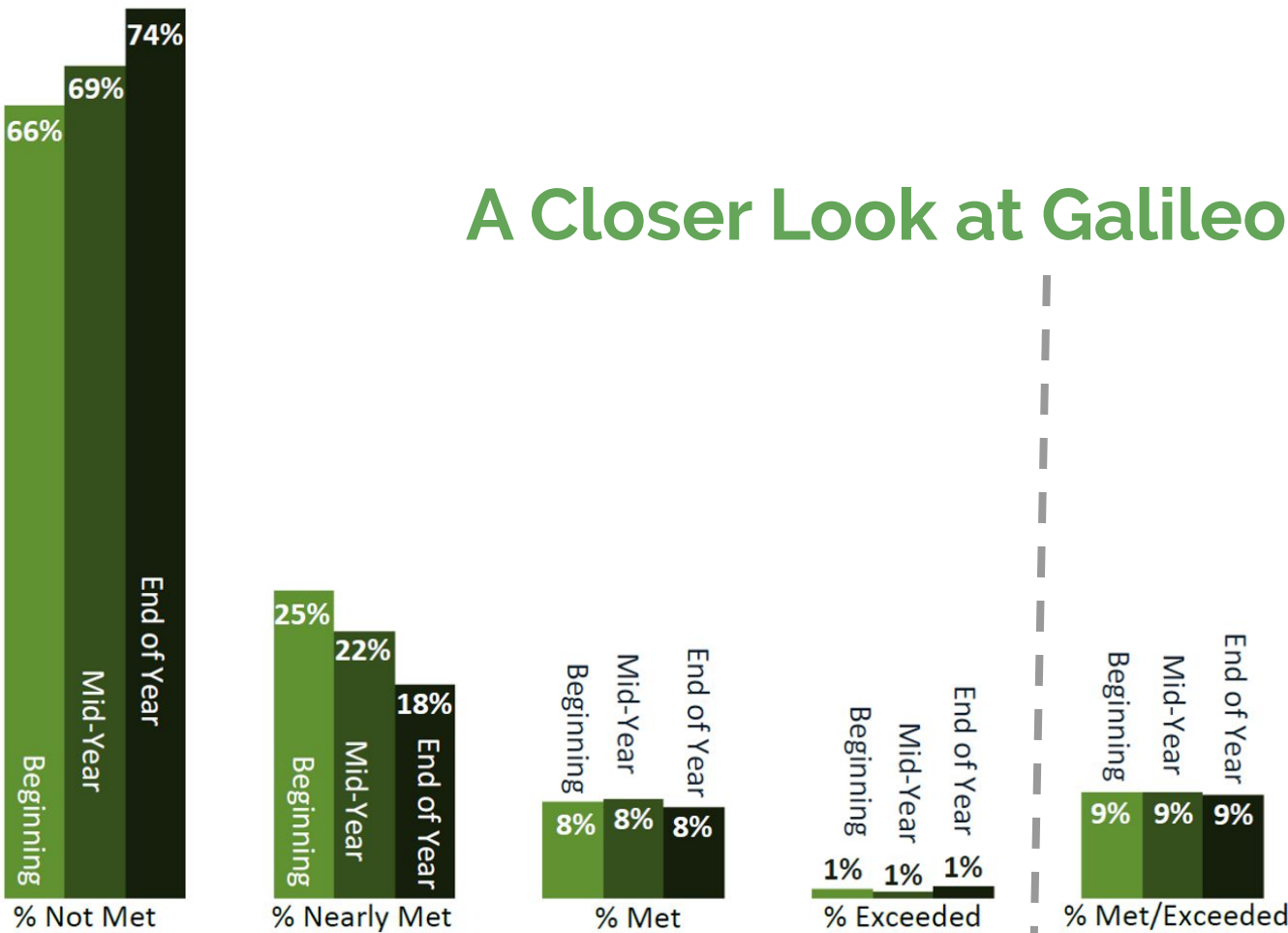
A Closer Look at Galileo



English Language Arts Overview

English Learners 2018-19

A Closer Look at Galileo



9%

No LCAP Target

Of English Learners in Grades 3-8 Met/Exceeded Standard on the final ELA/Literacy Galileo Benchmark

9%
(-0.7)

No LCAP Target

English Learners in Grades 3-8 Met/Exceeded Standard on the ELA/Literacy Summative Assessment

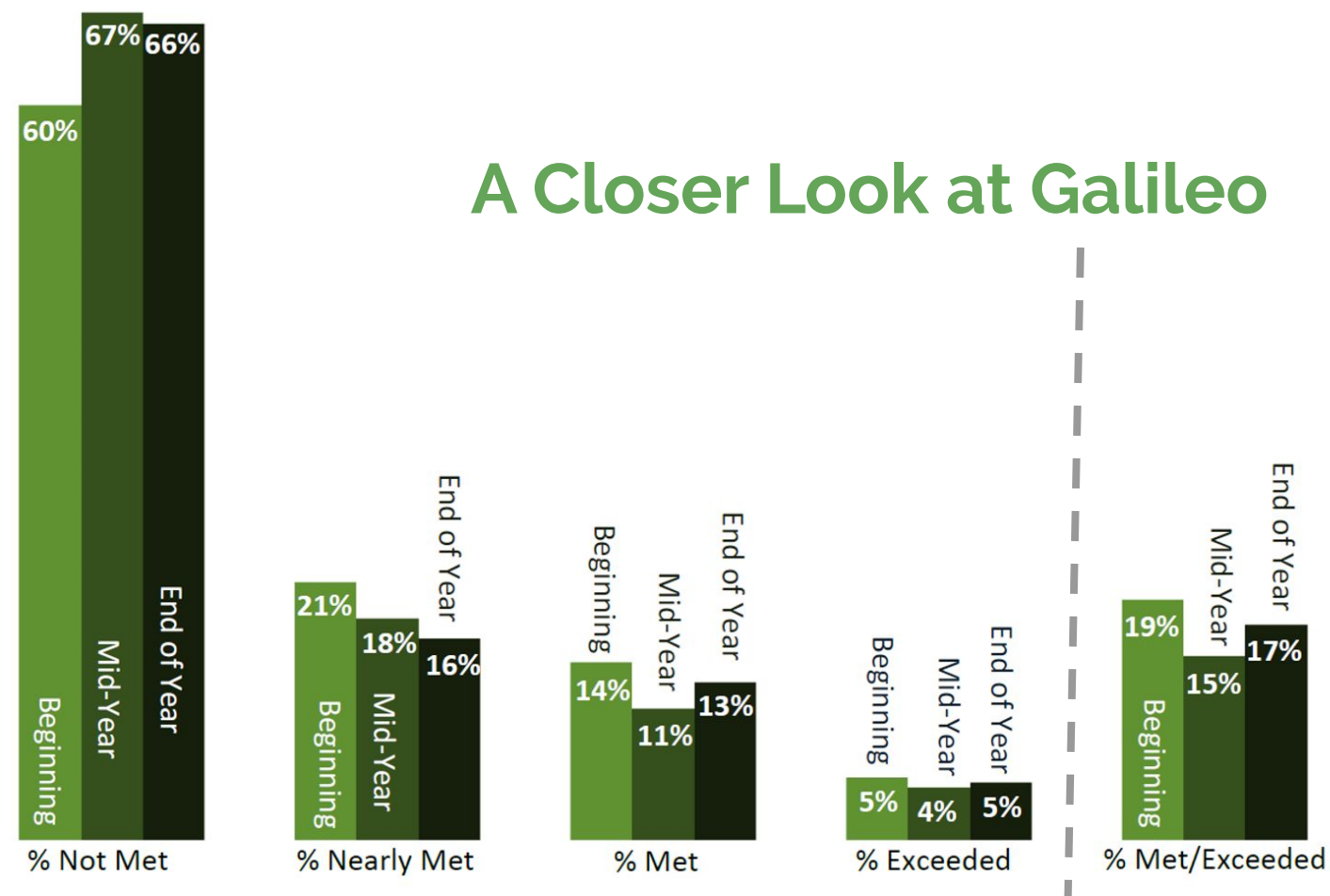
-105
(-70.1)

2019-20 LCAP Target: -20

English Learners average Scale Score Points below "Standard Met" on the ELA/Literacy Summative Assessment (Grades 3-8)

English Language Arts Overview

Students with Disability 2018-19



17%

No LCAP Target

Of Students with Disability in Grades 3-8 Met/Exceeded Standard on the final ELA/Literacy Galileo Benchmark

15%
(+1.5)

No LCAP Target

Students with Disability in Grades 3-8 Met/Exceeded Standard on the ELA/Literacy Summative Assessment

-102
(+2.1)

2019-20 LCAP Target: -89.3

Students with Disability average Scale Score Points below "Standard Met" on the ELA/Literacy Summative Assessment (Grades 3-8)

ELA Overview Data Statements

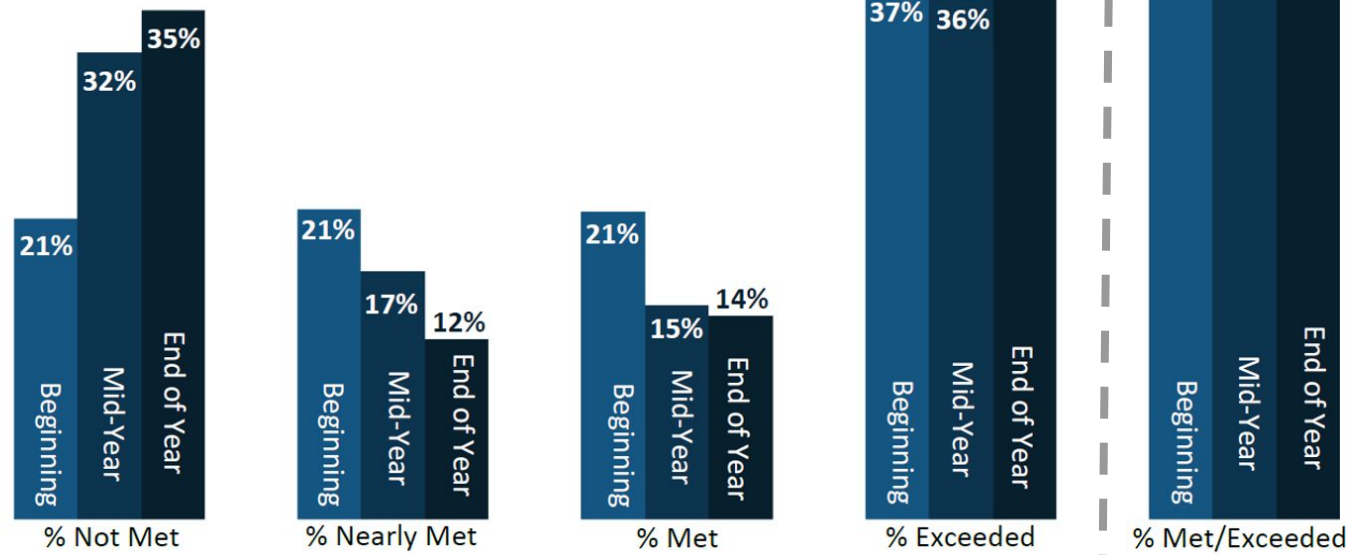
- ▷ Overall, the majority (61%) of tested students within SMFCSD met or exceeded ELA standards on the final Galileo benchmark assessment. This result holds true across all three test administrations.
- ▷ Galileo benchmark results among our English Learners and Students with Disabilities show low and relatively stable percentages of students meeting and exceeding standard across all three test administrations. However, the percent of students not meeting standard starts high and either remains high or increases across all three test administrations

Galileo Mathematics 2018-19

Mathematics Overview

All Students 2018-19

A Closer Look at Galileo



53%
(-4%)

Of students in Grades 3-8 Met/Exceeded Standard on the final Mathematics Galileo Benchmark

2018-19 LCAP Target: 63%

56%
(+0.6)

Of students in Grades 3-8 Met/Exceeded Standard on the Mathematics Summative Assessment

No LCAP Target

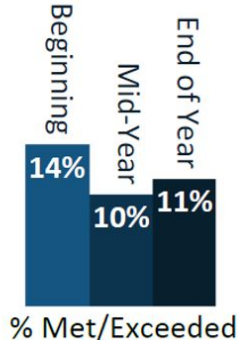
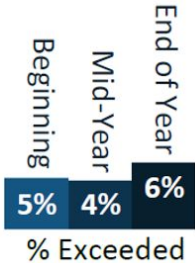
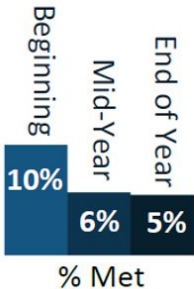
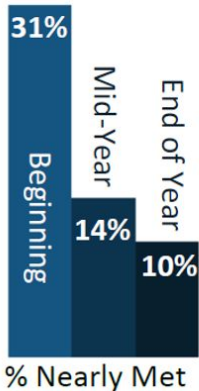
6.1
(-1.6)

Average Scale Score Points above "Standard Met" on the Mathematics Summative Assessment (Grades 3-8)

2019-20 LCAP Target: 10.7%

Mathematics Overview

English Learners 2018-19



A Closer Look at Galileo



No LCAP Target

Of English Learners in Grades 3-8 Met/Exceeded Standard on the final Mathematics Galileo Benchmark



No LCAP Target

English Learners in Grades 3-8 Met/Exceeded Standard on the Mathematics Summative Assessment



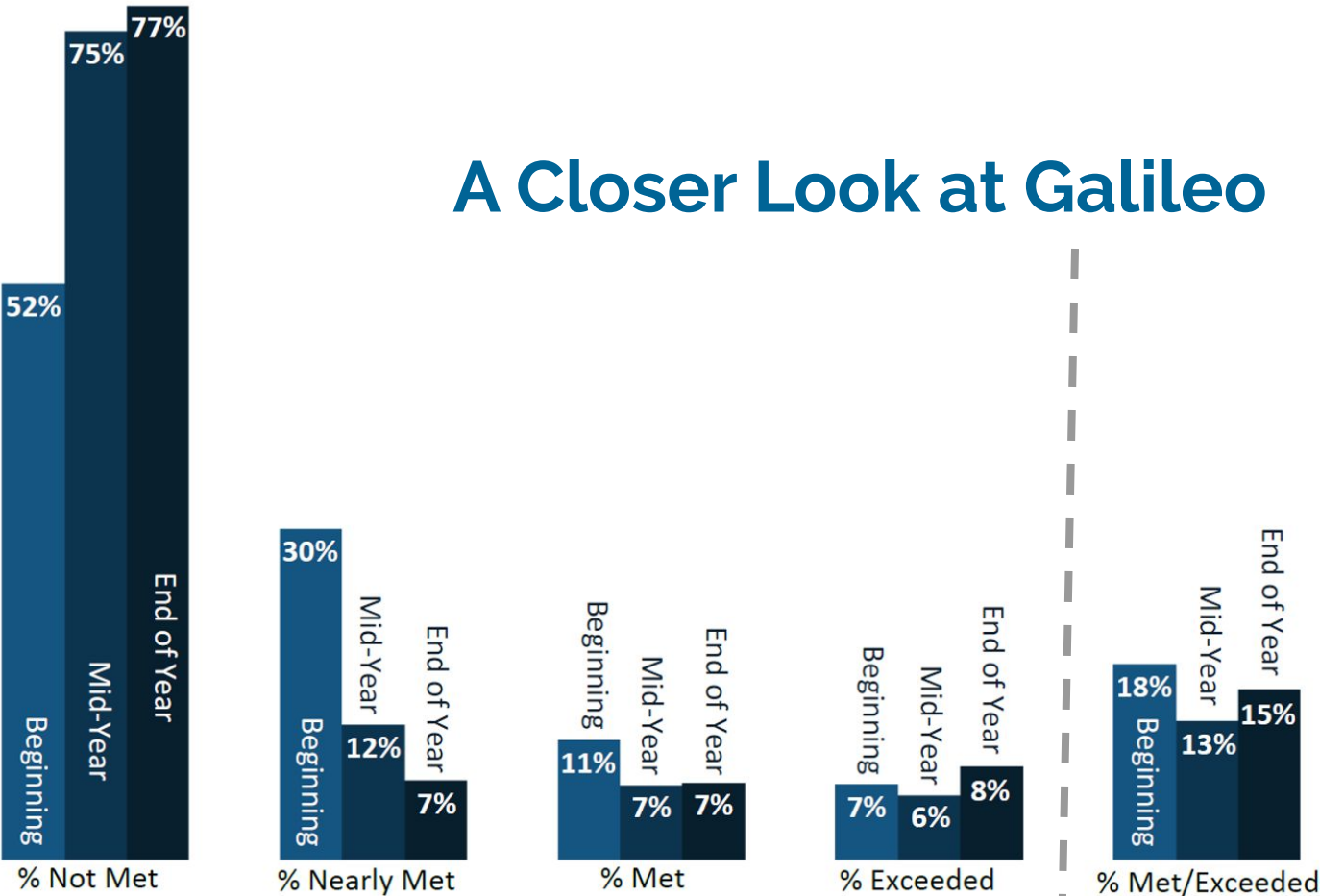
2019-20 LCAP Target: -34.9%

English Learner average Scale Score Points below "Standard Met" on the Mathematics Summative Assessment (Grades 3-8)

Mathematics Overview

Students with Disability 2018-19

A Closer Look at Galileo



No LCAP Target

Of Students with Disability in Grades 3-8 Met/Exceeded Standard on the final Mathematics Galileo Benchmark



No LCAP Target

Students with Disability in Grades 3-8 Met/Exceeded Standard on the Mathematics Summative Assessment



2019-20 LCAP Target: -109.6%

Students with Disability average Scale Score Points below "Standard Met" on the Mathematics Summative Assessment (Grades 3-8)

Mathematics Overview Data Statements

- ▷ Overall, the majority (53%) of tested students within SMFCSD met or exceeded Mathematics standards on the final Galileo benchmark assessment. This result holds true across all three test administrations. However, it is lower than the ELA Galileo results and the LCAP target was not met.
- ▷ Galileo benchmark results among our English Learners and Students with Disabilities reveal a high percentage of students not meeting standard. However, slight increases in the percentage of students meeting or exceeding standard between the Mid-year and End-of-year assessments, suggest there might be small movement in the right direction

3.

CORE Districts Data Collaborative

CHANGE vs. GROWTH

Metric	Example	What it Tells You
STATUS: Shows the performance of a group of students at a particular point in time.	55.6% of students met grade level standards in math in 2018-19	The degree to which students know math standards as assessed by SBAC.
CHANGE: Shows how the performance of the average student in an identified group has changed from one year to the next. OFTEN SEEN AS “GROWTH”!	55.6% of students met grade level standards in math in 2018-19, compared to 55% in 2017-18--a change of 0.6%	How performance changed from one year to the next. But what about “different” students, not just the average student? How much are we growing different students?
GROWTH: Compares each student’s results to what we would have predicted for that student had he/she been in an average impact school.	Growth in math was at the 85th percentile, representing above average impact.	<u>The impact of a district, a school or grade level team on improving math learning.</u>

A little more difficult to understand ... but understand it we must!

**Growth models rely on
statistical prediction.**



Size of the student group is critical!

CORE Data Collaborative has ...

- Dozens of CA districts, including LA, SF, Long Beach, Fresno, etc.
- Millions of students.

Academic Growth - The Basics

Step 1

After Spring testing is complete, EA **collects student data** from the CORE Districts & EA **determines demographic and other adjustments**



EA = Education Analytics

Step 2

Each **student gets a customized statistical prediction** based on his or her characteristics

+35 Average Growth

- 3 for Econ. Disadv.

- 4 for Disability

+ 2 for EL Status

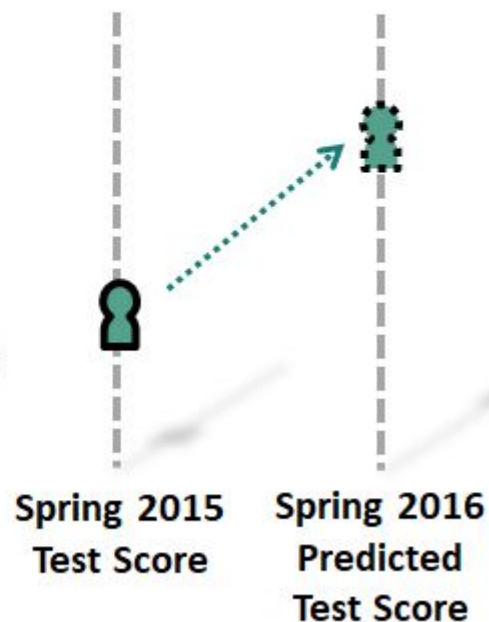
- 1 for Homeless Status

+ 1 for Foster Status

+ 2 School Averages

+32 points

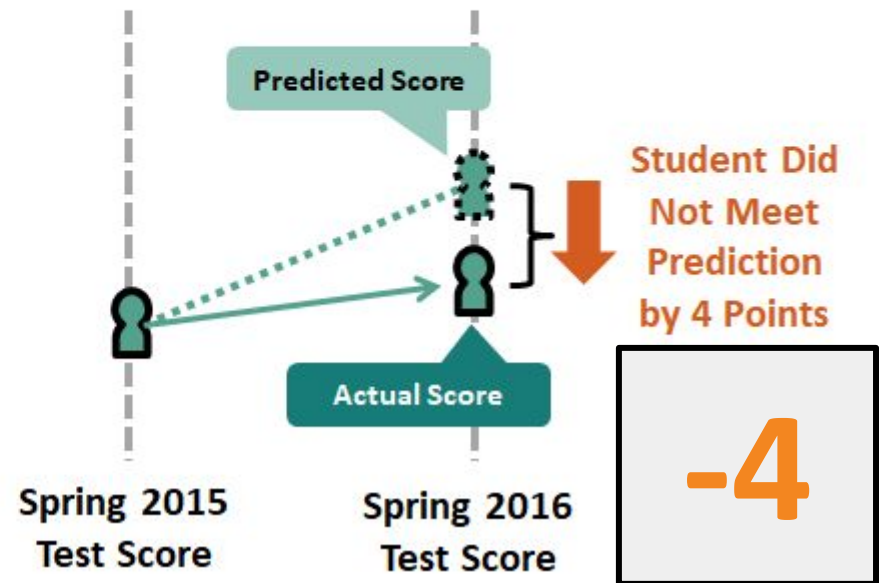
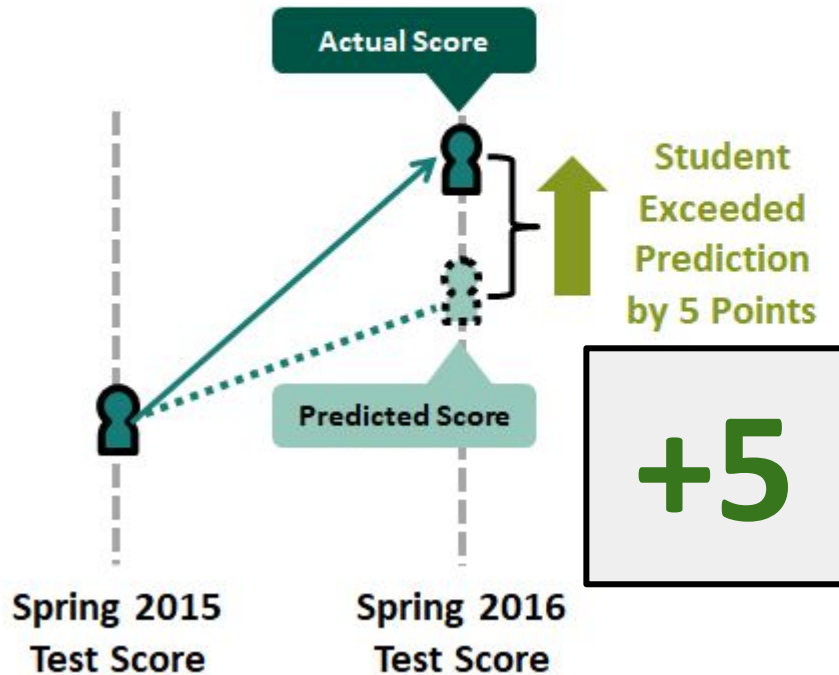
During the year



Academic Growth - The Basics

Step 3

- Determine whether each **student exceeded** or **did not meet prediction**, and by how much

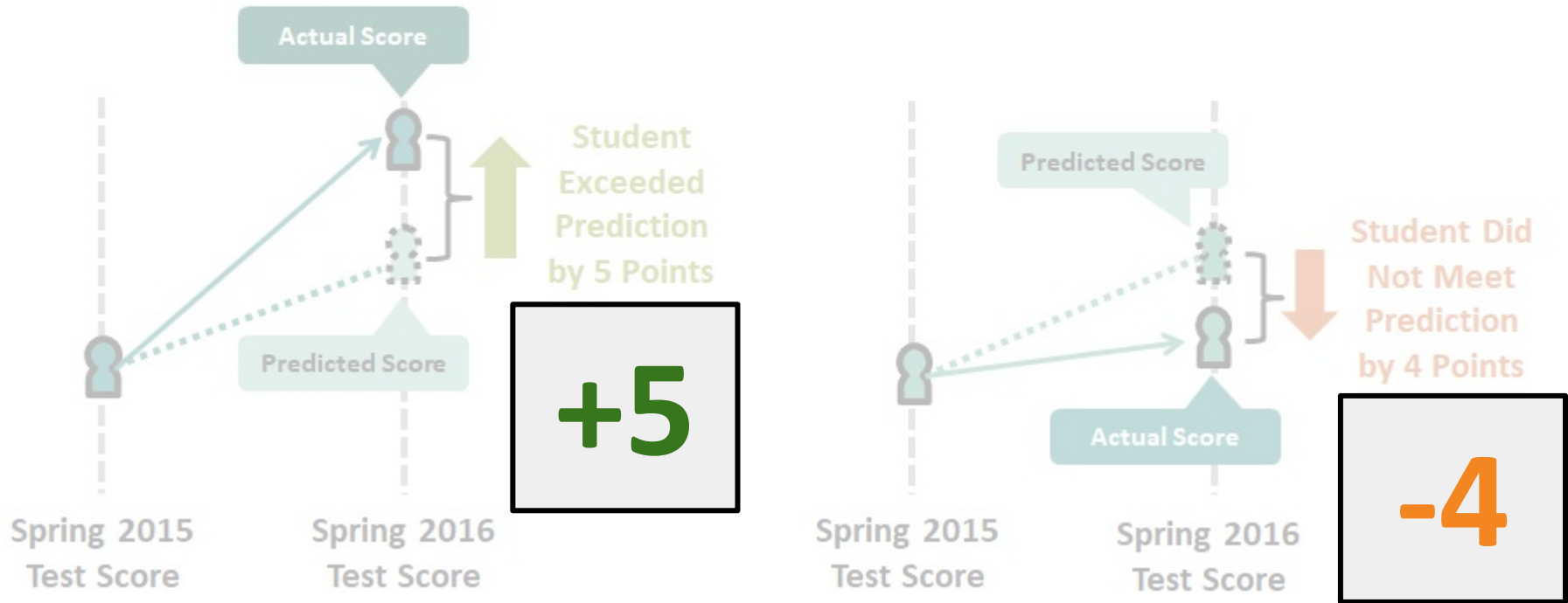


STUDENT Score: Plus/Minus now means above or below what we predict their performance to be, not above or below standard.

Academic Growth - The Basics

Step 3

KEY MOVE!!!



STUDENT Score:

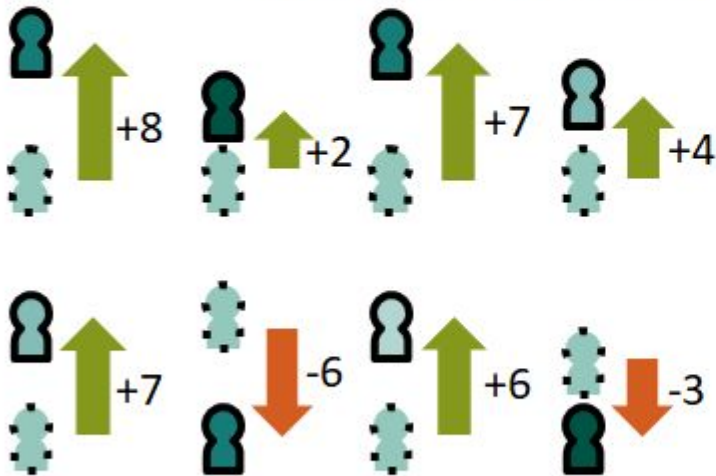
**Now can compare "Apples to Apples".
"Controlled" for key differences among students.**

Academic Growth - The Basics

Step 4

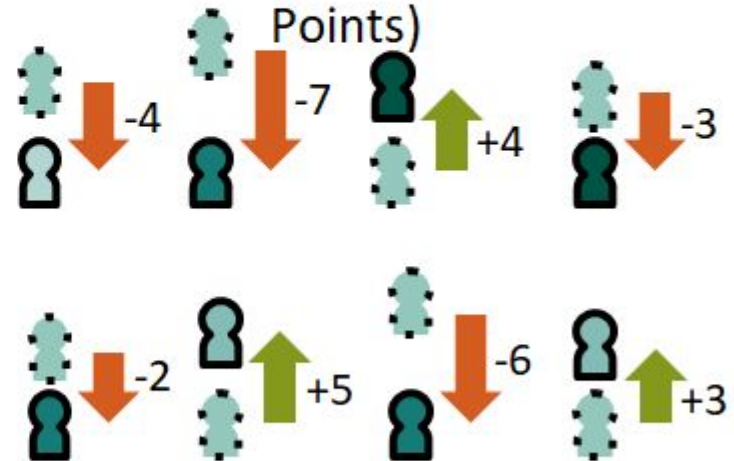
- **On average**, did a school's students tend to exceed or not meet their predictions, and by how much?

School A (Average +3.25 Points)



Modestly Above Average Impact

School B (Average -1.25 Points)



Modestly Below Average Impact

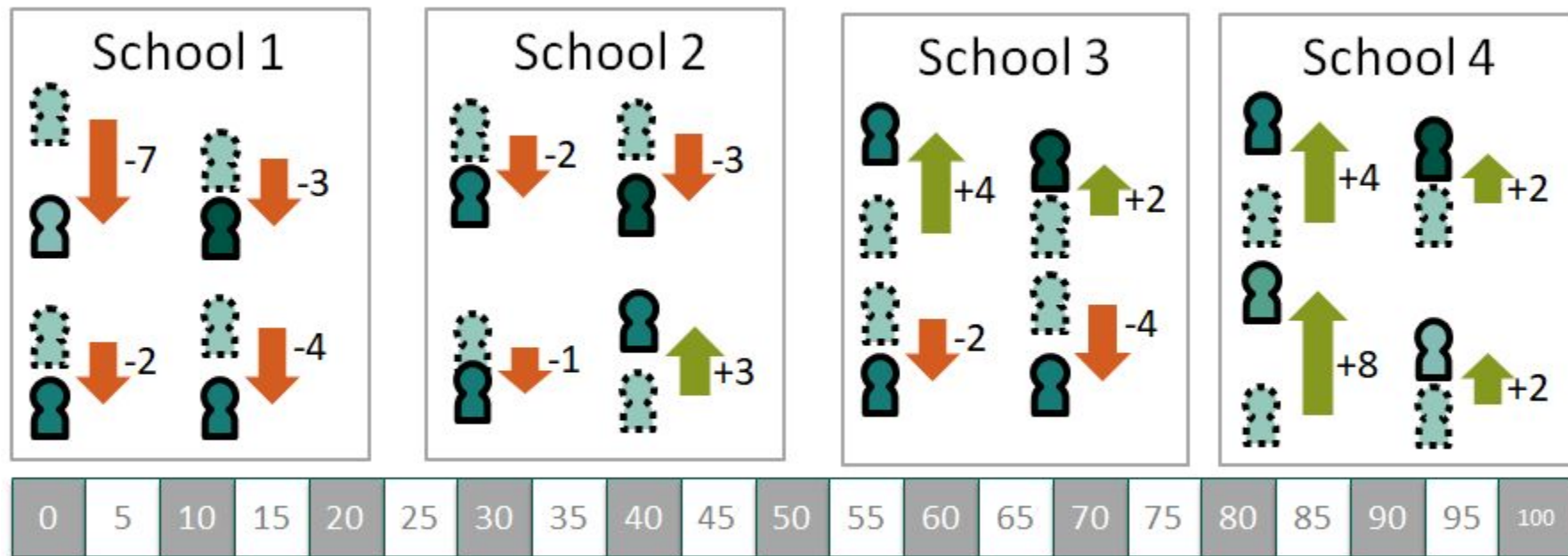
SCHOOL Score:

Now can compare schools "Apples to Apples".
"Controlled" for key differences among students & therefore schools.

Academic Growth - The Basics

Step 5

- Growth result is **converted to 0-100** Student Growth Percentile (SGP)



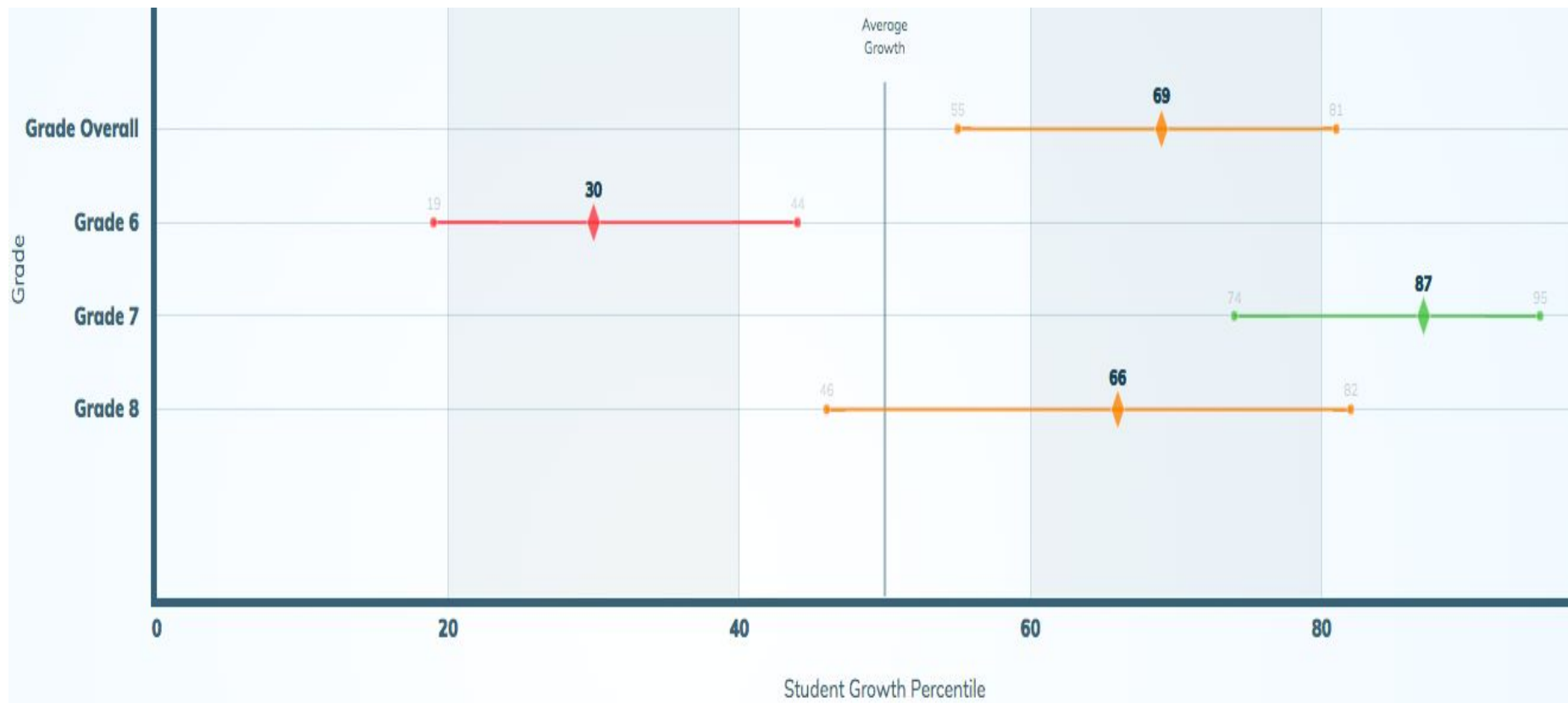
**PLOT SCHOOLS (& GRADE LEVELS) ONTO
PERCENTILE RANK**

“Controlled” for key differences among students & schools.

Academic Growth--School Reports

What: Growth at school and grade level by ELA or math, and by student group.

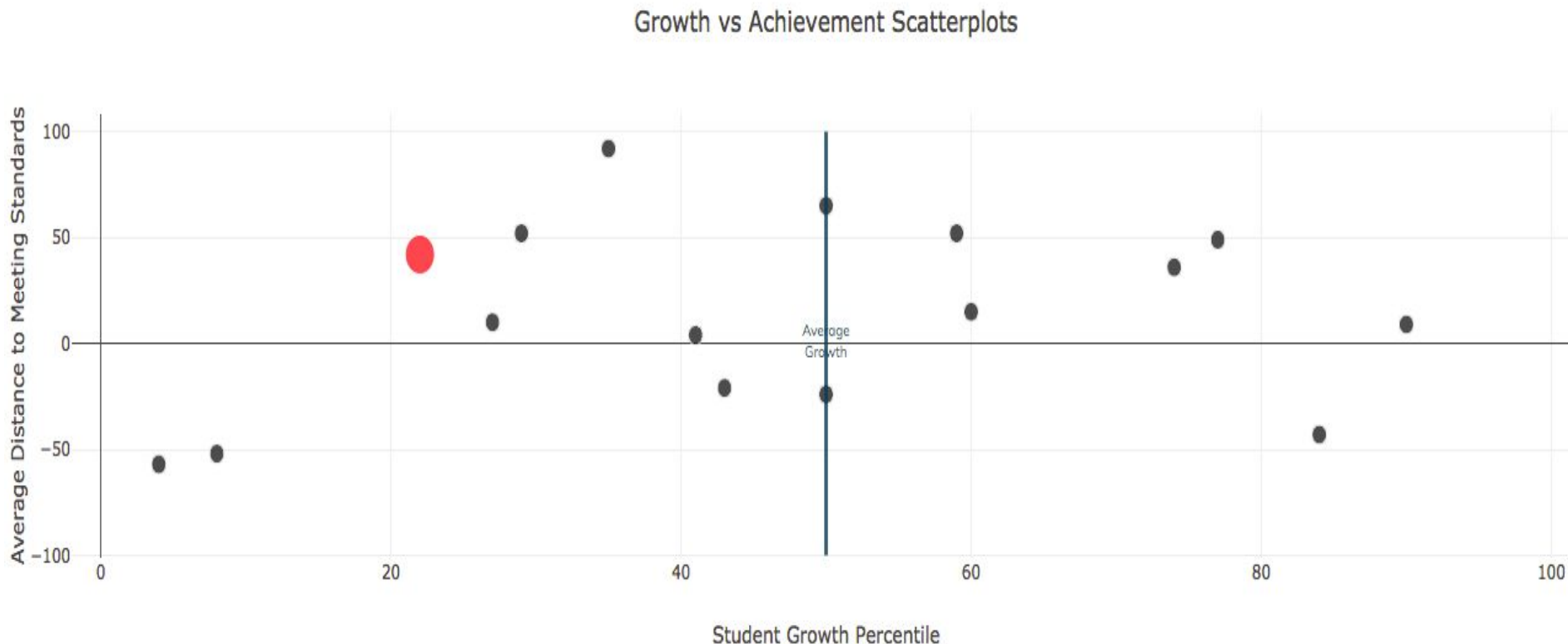
Why of these reports: Is this a case of above average, average or below average impact? Is the school stronger or weaker in terms of impact on ELA or math? Are some grade levels of stronger impact than others? Is impact stronger or weaker with particular student groups? What can we learn from strong impact cases? Low impact cases? Are resources being directed where they are most needed?



Academic Growth - Scatterplots

What: Growth versus status in ELA or math. Each dot is a school. Growth is on the x-axis and status on the y-axis.

Why of these reports: What is the distribution of schools in terms of status (how much students know at each school) and growth (the impact of schools on student learning)? Are there high growth/high status schools? High growth/low status? Low growth/high status? Low growth/low status? What kinds of support are needed depending on status and growth?



NEW!!

Academic Growth--Ordered Bar Charts

What: Change in ALL schools percentile rank from 2017-18 to 2018-19 by ELA & Math, and by student group.

Why of these reports: Relative to all schools in the CORE Collaborative, how did a school's percentile rank change from one year to the next? Is the school's impact on student performance changing? Is it getting stronger or weaker in terms of impact on ELA or math? Is it getting stronger or weaker for particular student groups?











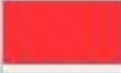
Elementary ELA--All Students



13 of 16 schools improved their percentile rank, usually by DOUBLE digits. WHY?

What can we learn from ...?

Middle School ELA--All Students

2017-2018		2018-2019		Difference
	66		68	↑ 2
No Data			61	No Data
	69		55	↓ 14
	52		30	↓ 22
	77		16	↓ 61

3 of 4 schools saw decrease in their percentile rank. **WHY?**

What can we learn from ...?

Elementary Math----All Students



13 of 16 schools improved their percentile rank.

WHY?

What can we learn from ...?

Middle School Math--All Students

2017-2018		2018-2019		Difference
	73		61	↓ 12
	69		48	↓ 21
No Data			44	No Data
	10		36	↑ 26
	58		23	↓ 35

3 of 4 schools saw decrease in their percentile rank. **WHY?**

What can we learn from ...?

Elementary ELA--English Learners

2017-2018		2018-2019		Difference
	83		98	↑ 15
	84		94	↑ 10
	48		70	↑ 22
	50		67	↑ 17
No Data			63	No Data
	35		62	↑ 27
	36		55	↑ 19
No Data			40	No Data
	52		35	↓ 17
	2		22	↑ 20
	4		21	↑ 17
No Data			15	No Data
	62	No Data		No Data

8 of 9
schools
improved
their
percentile
rank, by
DOUBLE
digits.
WHY?

**What can
we learn
from ...?**

Middle School ELA--English Learners

2017-2018		2018-2019		Difference
	69		64	↓ 5
No Data			57	No Data
	57		56	↓ 1
	58		29	↓ 29

All 3 schools saw decrease in their percentile rank.

WHY?

What can we learn from ...?

Elementary Math--English Learners

2017-2018		2018-2019	Difference
73		99	↑ 26
No Data		84	No Data
4		80	↑ 76
57		70	↑ 13
44		62	↑ 18
50		51	↑ 1
7		12	↑ 5
8		10	↑ 2
No Data		6	No Data
No Data		4	No Data
36		4	↓ 32
82		No Data	No Data

7 of 8 schools improved their percentile rank.
WHY?

What can we learn from ...?

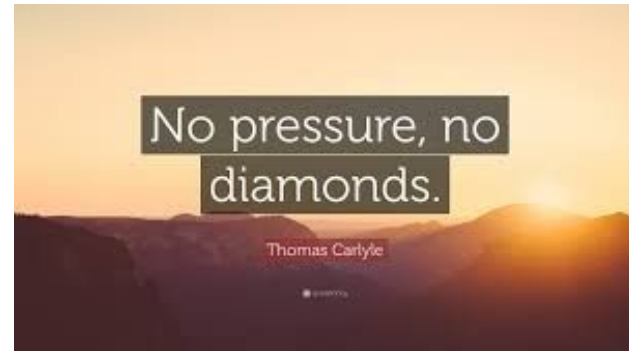
Middle School Math--English Learners

2017-2018		2018-2019		Difference
 81		 69		↓ 12
 10		 55		↑ 45
No Data		 36		No Data
 53		 26		↓ 27

2 of 3 schools saw decrease in their percentile rank. **WHY?**

What can we learn from ...?

As we look at this data ...



How are we developing as a District in our use of data?

Focus on:

- Inquiry & Continuous Improvement
 - Providing supports that enable students/teachers/schools to be successful



*Things get done only if the data we gather
can inform and inspire those in a position
to make a difference.*

...

In a healthy system, there is no blame.

Michael Schmoker

5. NEXT STEPS

Using district & school results to drive improvement

Next Steps

- ▷ **Share Improvement Strategies with Board**
- ▷ Revise LCAP Indicators--add disaggregated local indicators to support equity & update state EL
- ▷ Revise LCAP Targets--align to state 5x5 targets; commit to accelerated targets for key groups
- ▷ Engage District & Site leaders in further data inquiry to understand strengths and challenges more deeply
- ▷ Investigate areas of success to replicate and expand strategies & actions.

Questions?

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