Governing Board Study Session on Student Achievement

Campbell Union School District   9-29-16

Features of Smarter Balanced Assessments *(a.k.a. "SBAC")*

Test reflects critical thinking and problem solving skills

Tests are computer adaptive, questions become more or less difficult based on how the student performs

Includes a variety of item types: selected-response, technology enhanced items, constructed response, performance tasks

Student scores fall into 4 achievement areas based on standards mastered: Exceeded, Met, Nearly Met and Not Met

Student data also reported by key content claims in ELA and Math
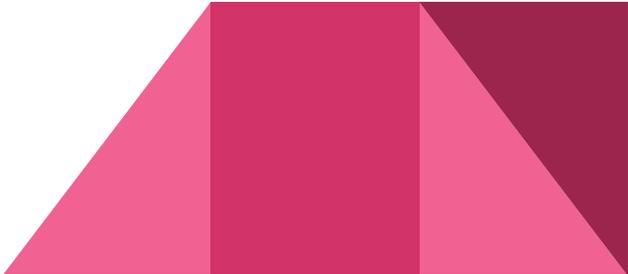
Thinking Through the Data: Lessons Learned

Reliance on intervention "programs" as opposed to differentiated classroom instruction

Programs were removed before a plan was in place for intervention

Teachers lacked training to support re-entry of students in mainstream classes

New curriculum in both ELA and Math: Implementation dip

More focus on learning the curriculum over learning the standards

Less emphasis on student progress monitoring and use of data

Need to use iReady data as early warning system
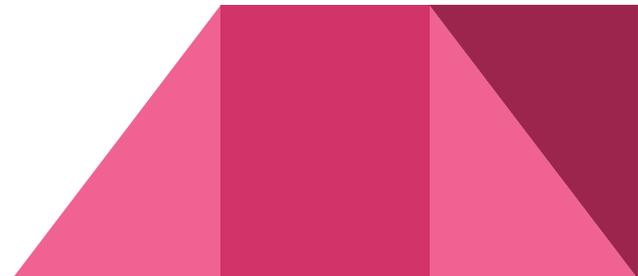
Lessons Learned (Continued)

New growth assessment system; top down and implemented before teachers saw the need for it

The desire to be innovative and provide "education beyond the expected" led to too much change...too fast

We jumped into a standards-aligned math program without teacher buy-in

Decrease in Prof. Dev. time and wide-spread offerings of topics

Teachers and Administrators used to a fidelity mindset now being allowed to innovate without the tools and modeling

Eng. Language Dev. (ELD) lacked focus and content
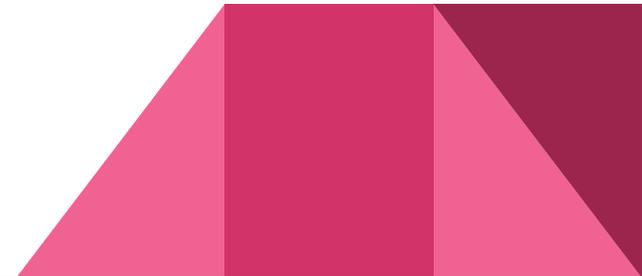
Comparatives to Other Districts

Use of traditional curriculum allowed them to focus on the standards and slowly learn how to make changes without having to learn a whole new curriculum

They focused only on one content area for adoption-pilot process and have yet to adopt an English Language Arts Curriculum

They used Prof. Learning Communities (PLC) to keep the focus on student data

They had more professional development time during the school year

CUSD Administrators looked at similar school data to compare results and learn from colleagues
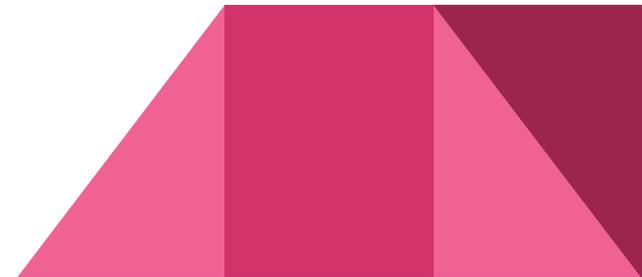
# Key Findings: English Language Arts (ELA)

For the ELA Assessments:

52% of CUSD students reached the Standard Met or Standard Exceeded achievement levels (28% met the standard, 24% exceeded, 22% nearly met, 27% not met)

Compared to last year:

48% of CUSD students reached the Standard Met or Standard Exceeded achievement levels (28% met the standard, 20% exceeded, 24% nearly met, 28% not met)
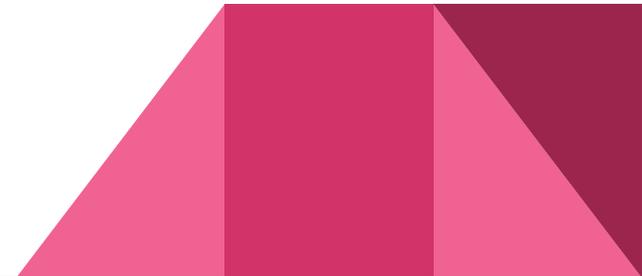
ELA Performance is highest in 5th Grade and lowest in 7th grade. As a district, our results are equal to or higher than the state's results. Gaps exist when compared to the county averages.
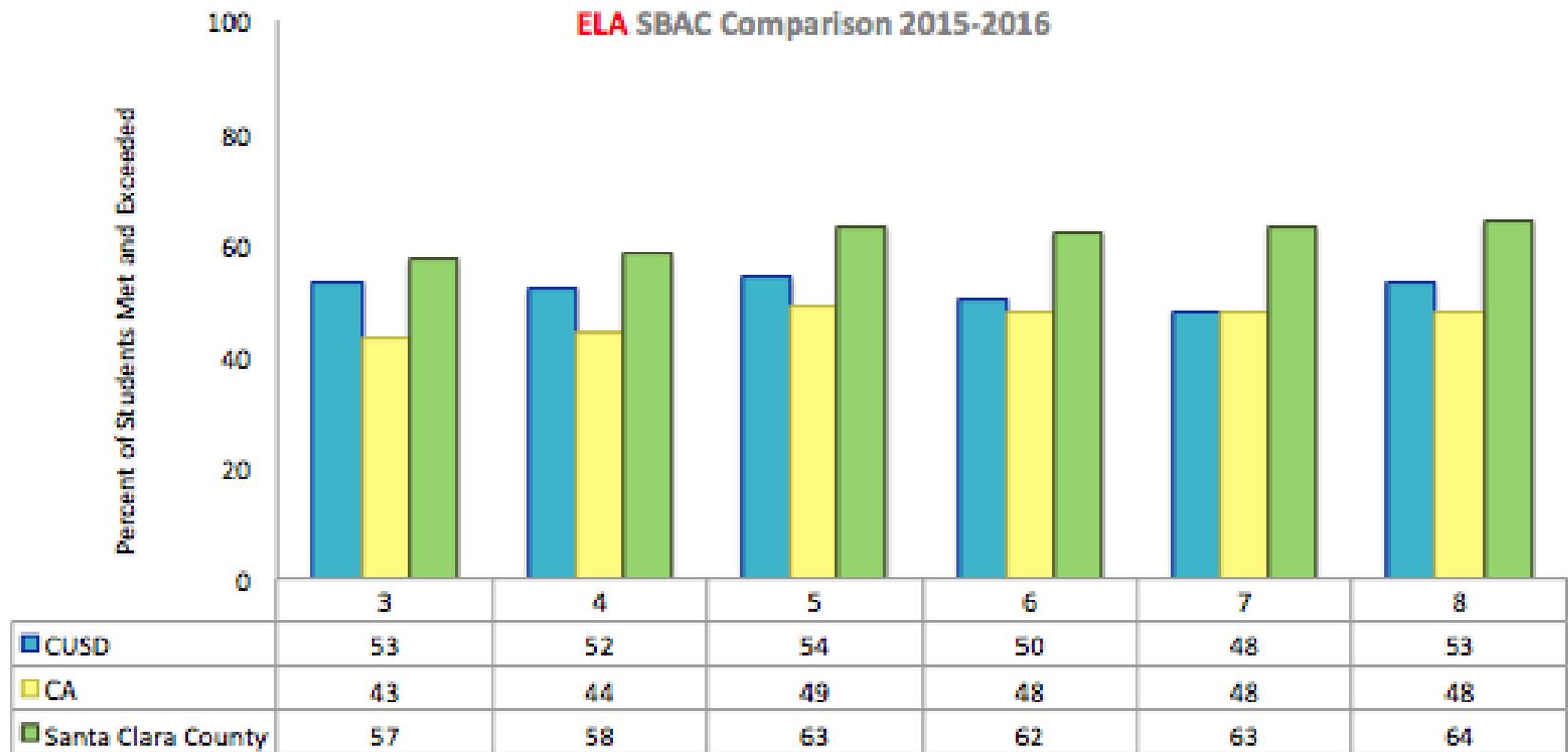

ELA SBAC Comparison 2015-2016

Percent of Students Met and Exceeded

	3	4	5	6	7	8
CUSD	53	52	54	50	48	53
CA	43	44	49	48	48	48
Santa Clara County	57	58	63	62	63	64

Modest gains were made by most grade levels across the district. 5th grade had the highest performance level and 7th grade had the lowest.

SBAC **ELA** Met and Exceeded 2014-2015 and 2015-2016

Grade	2014-2015	2015-2016
3	50	53
4	47	52
5	51	54
6	43	50
7	52	48
8	45	53
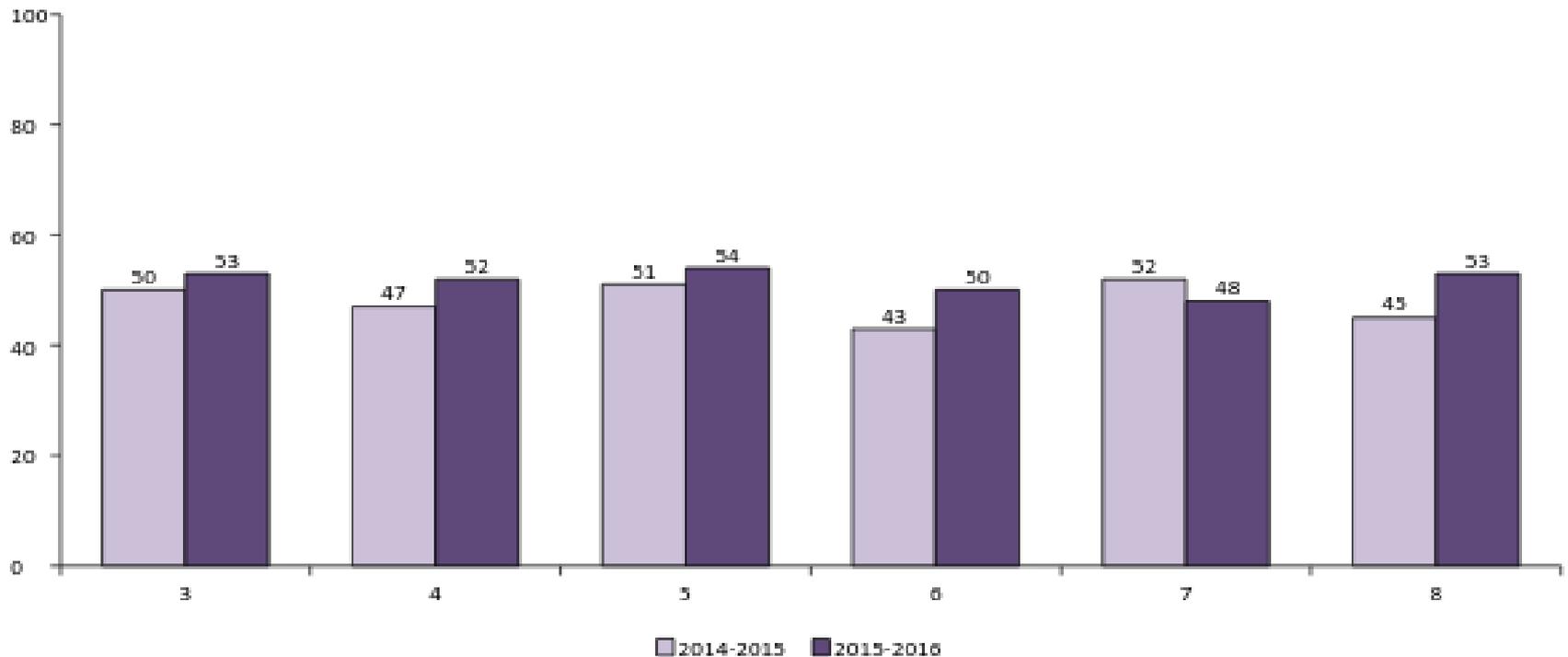
When we compare the same cohort of student groups, we see modest growth across the district. 4th to 5th graders made the most growth. 5th to 6th grade had a deficit of 1%.

SBAC **ELA** Cohort

# ELA SBAC Subgroups Cohort

ELL= English Language Learner

SED = Economically Disadvantaged

SWD= Students with Disabilities

3rd to 4th	2014- 2015	2015-2016			6th to 7th			
White	73	69	-4			2014-2015	2015-2016	
Asian	82	79	-3		White	65	70	5
African American	28	27	-1		Asian	67	73	6
Hispanic	26	32	6		African Amer	27	34	7
ELL	12	14	2		Hispanic	24	30	6
Social-Economic	26	30	4		ELL	9	9	0
SWD	18	16	-2		SED	24	28	4
					SWD	12	8	-4
4th to 5th	2014-2015	2015-2016			7th to 8th	2014-2015	2015-2016	
White	64	69	5		White	64	70	6
Asian	76	80	4		Asian	84	83	-1
African American	43	56	13		African Amer	67	58	-9
Hispanic	29	36	7		Hispanic	36	35	-1
ELL	9	14	6		ELL	10	10	0
SED	26	35	9		SED	34	34	0
SWD	18	15	-3		SWD	9	9	0
5th to 6th	2014-2015	2015-2016						
White	74	69	-5					
Asian	82	80	-2					
African American	36	45	9					
Hispanic	16	30	24					
ELL	8	12	4					
SED	24	27	3					
SWD	11	10	-1					

**ELA** SBAC by School Site
2014-15 to 2015-16
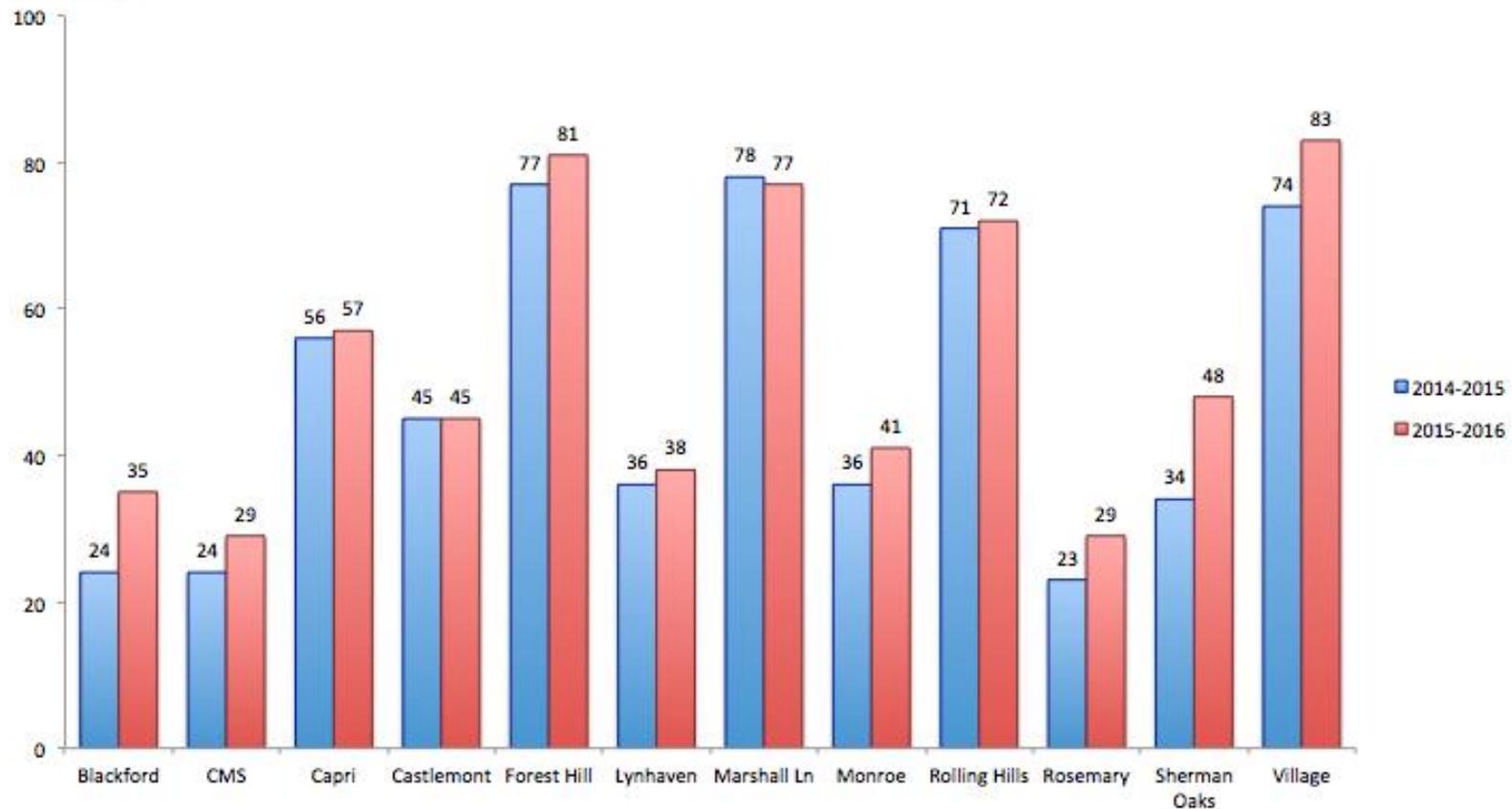
In comparing the iReady scores with the SBAC scores, we see a strong correlation when looking at grade level averages over the past two years.

Correlations ELA iReady to SBAC
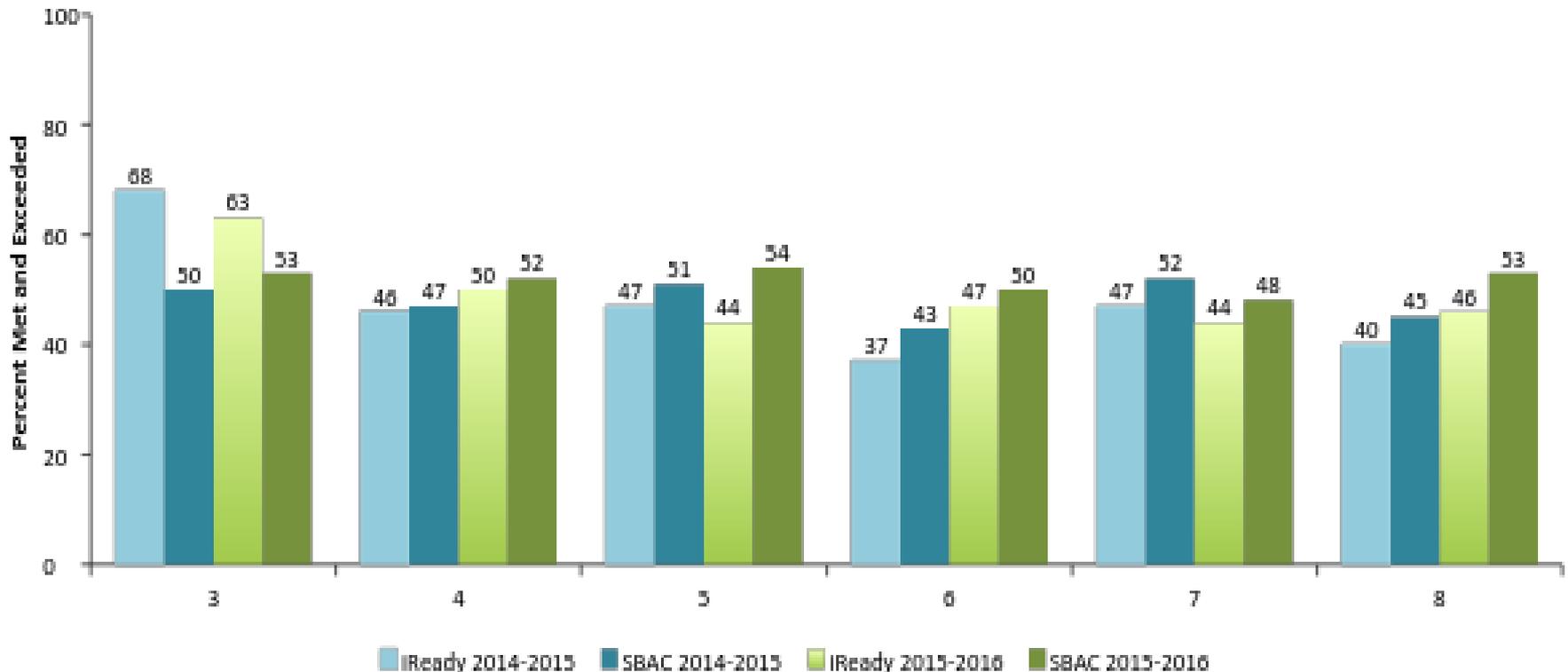
A target growth of 100% represents one year's growth. Student growth is evident across all grade levels. Almost every grade level exceeded the growth target in Reading.

iReady: **Reading** Growth
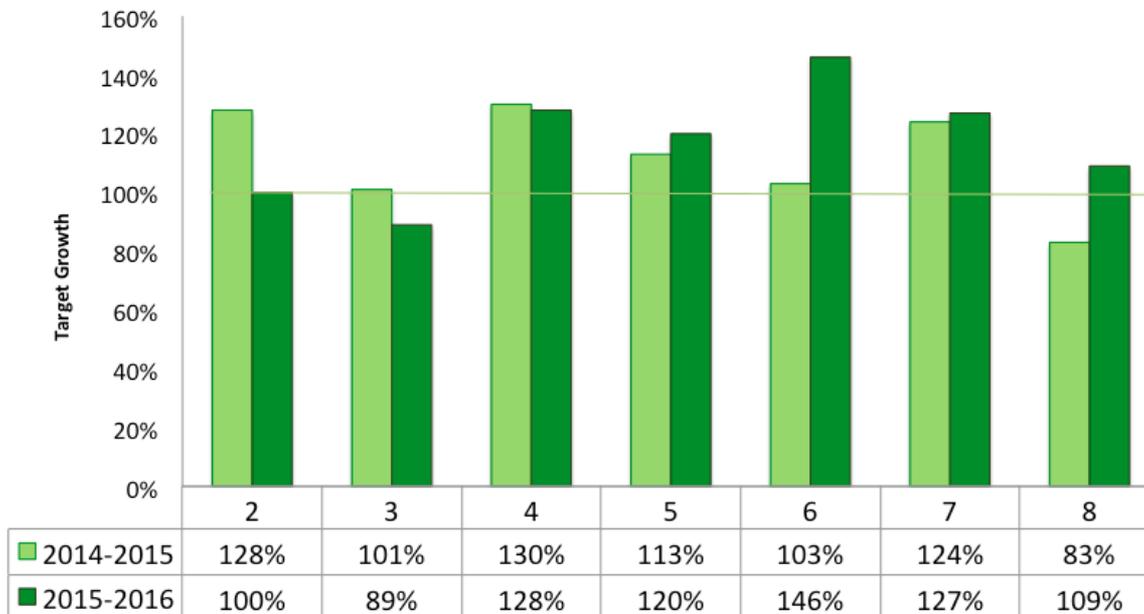
	2	3	4	5	6	7	8
🟩 2014-2015	128%	101%	130%	113%	103%	124%	83%
🟩 2015-2016	100%	89%	128%	120%	146%	127%	109%

Growth is determined by comparing the first Diagnostic to the third Diagnostic. It is important to note the the third Diagnostic was given earlier in the 2015-2016 year than the previous year.

Key Findings: Math

For the Math Assessments:

45% of CUSD students reached the Standard Met or Standard Exceeded achievement levels (20% met the standard, 25% exceeded, 25% nearly met and 29% not met)

Compared to last year:

42% of CUSD students reached the Standard Met or Standard Exceeded achievement levels (21% met the standard, 21% exceeded, 27% nearly met and 31% not met)
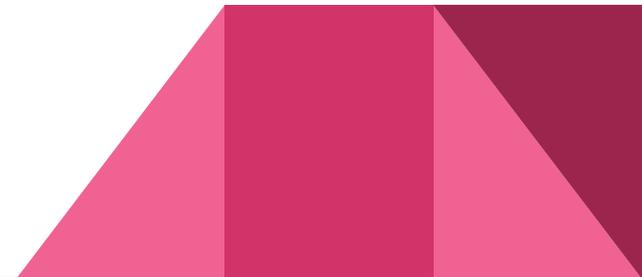
Key Findings: Math Continued

CUSD 5th and 7th graders decreased in proficiency levels from last year

Overall growth over time (same kids) math data shows that students are losing ground in math in multiple grade levels

Most troubling area is 7th grade, where all claim areas showed a decrease at all schools

The most growth is occurring for students who are moving from standards met to standards exceeding proficiency levels
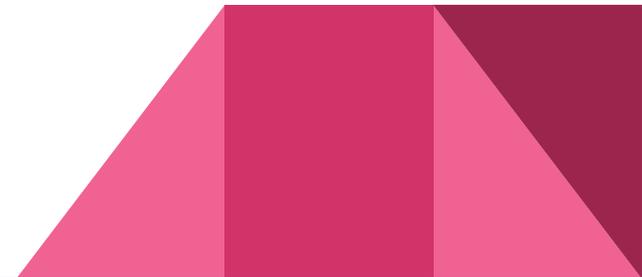
Math performance is highest in 3rd grade and lowest in 7th grade. As a district, we outperformed the state average. Gaps exist when compared to the county's average.


Math SBAC Comparison 2015-2016

Percent of Met and Exceeded

	3	4	5	6	7	8
CUSD	58	50	42	43	37	41
CA	46	38	33	35	36	36
Santa Clara County	63	56	53	54	56	55
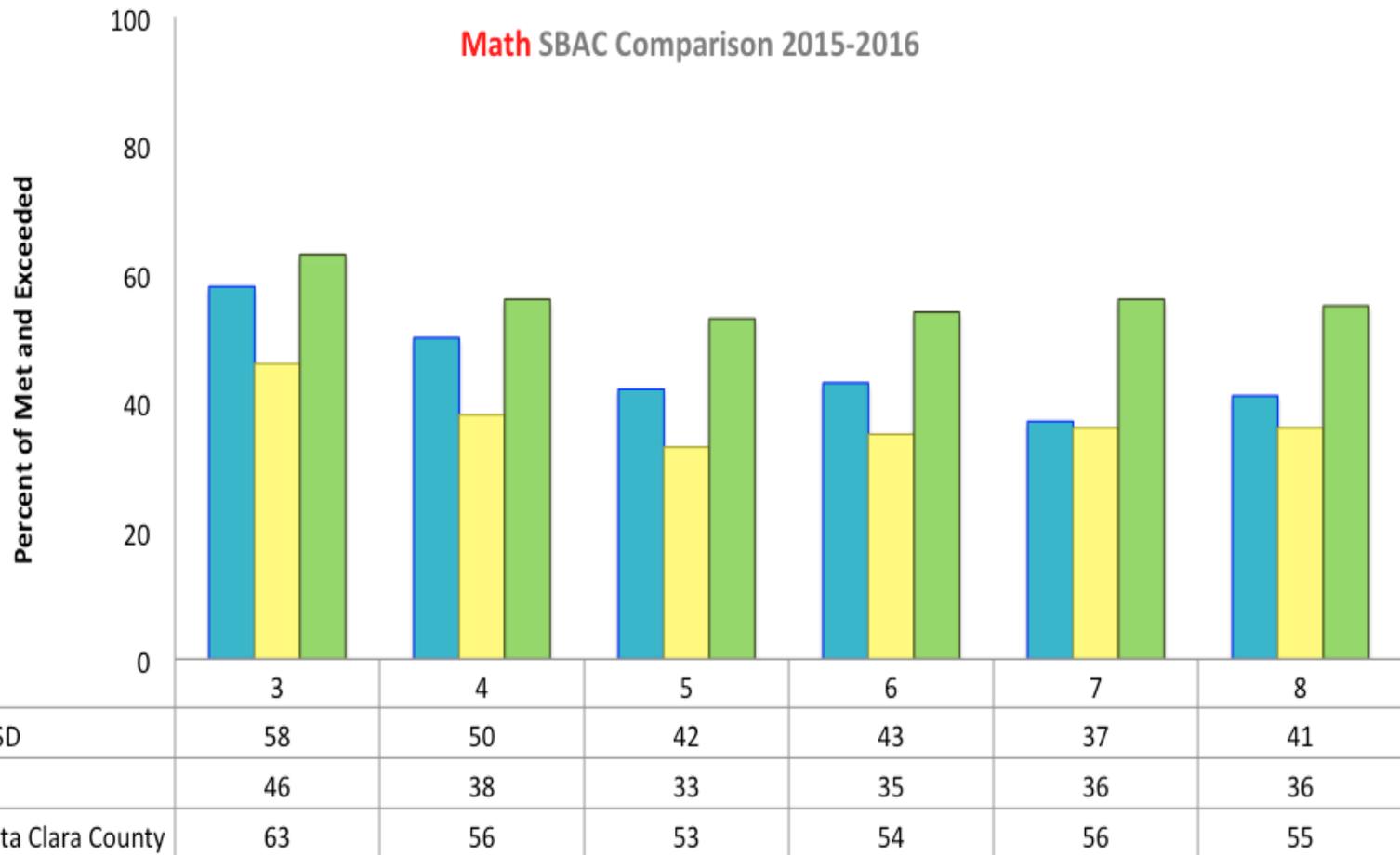
Source: California Department of Education, 2016 (accessed August 2016).

Modest gains were made by most grade levels across the district. 3rd grade had the highest performance and 7th grade had the lowest.

SBAC **Math** 2014-2015 and 2015-2016

Grade	2014-2015	2015-2016
3	54	58
4	43	50
5	43	42
6	35	43
7	44	37
8	34	41
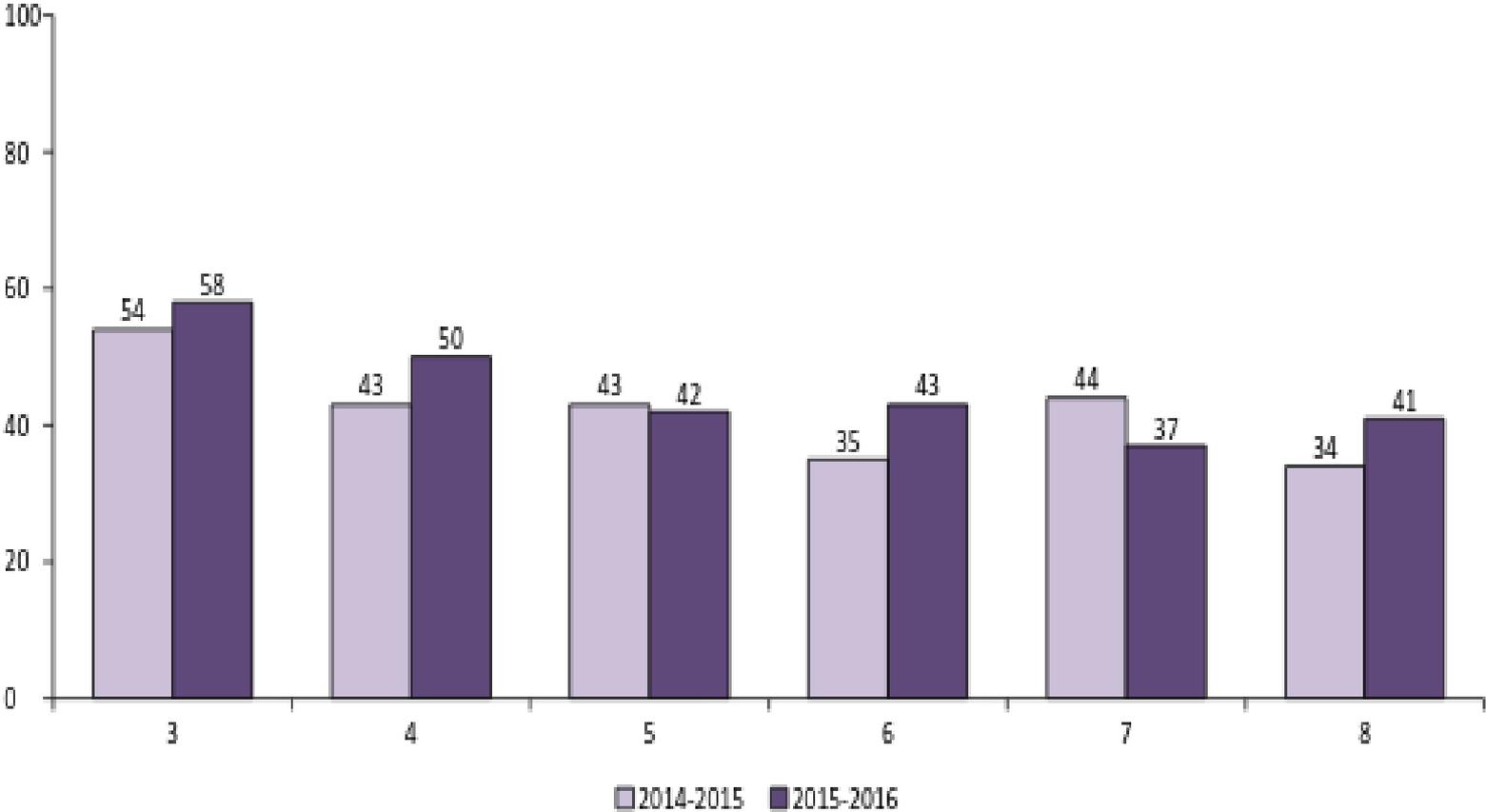
When comparing the same groups of students, we see minimal changes and decreases across the district. This mirrors the trend statewide.

SBAC **Math** Cohort
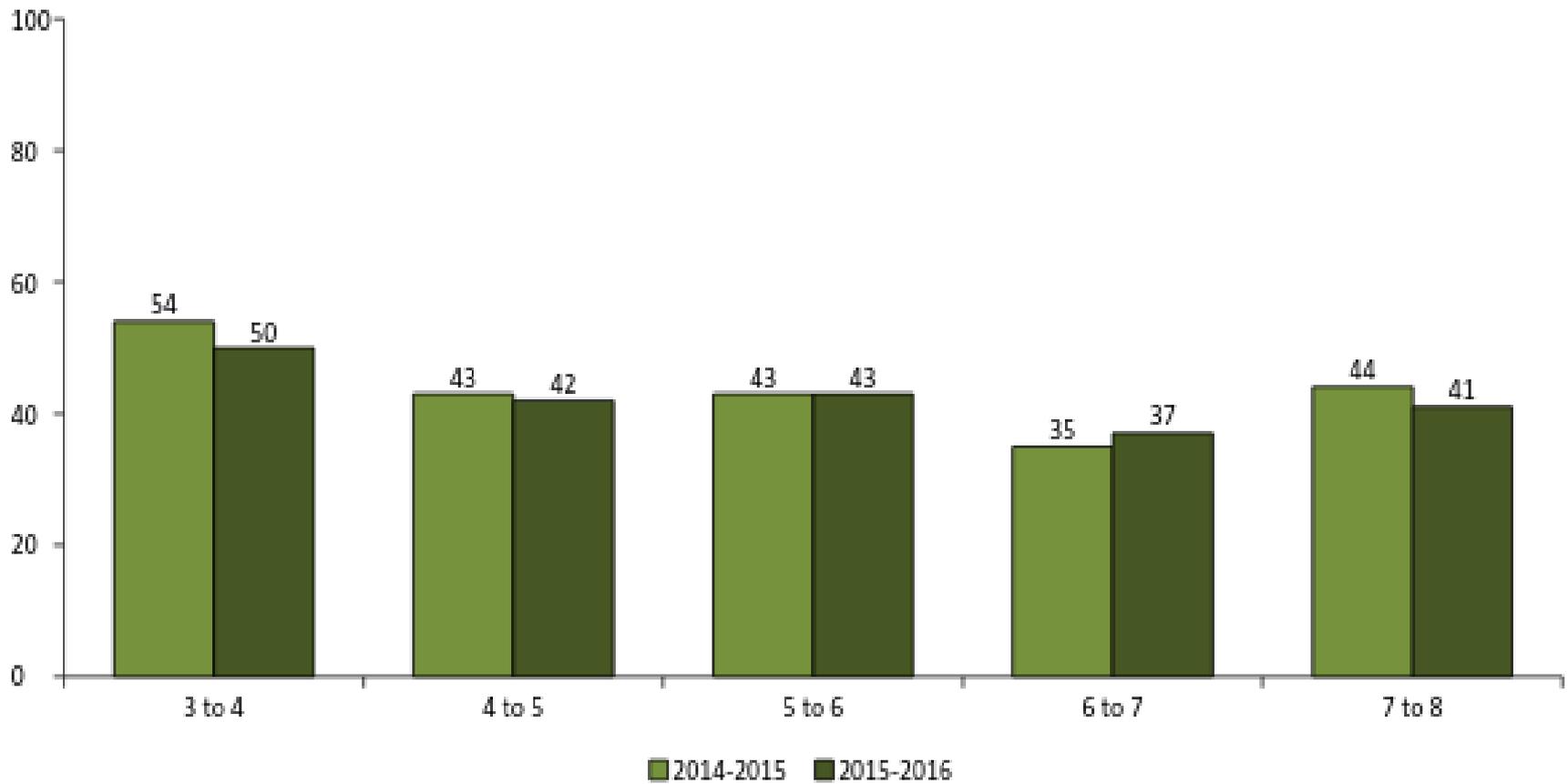
Source: California Department of Education, 2016 (accessed August 2016).

Math SBAC: Subgroups Cohort

ELL= English Language Learner

SED =Economically Disadvantaged

SWD= Students with Disabilities

| 3rd to 4th	2014- 2015	2015-2016			6th to 7th	2014-2015	2015-2016	
White	73	72	-1		White	57	56	-1
Asian	87	82	-5		Asian	63	73	10
African American	30	25	-5		African Amer	24	38	14
Hispanic	30	26	-4		Hispanic	15	17	2
ELL	20	14	-6		ELL	8	12	4
Social-Economic	32	23	-9		SED	17	17	0
SWD	22	19	-3		SWD	6	8	2
4th to 5th	2014-2015	2015-2016			7th to 8th	2014-2015	2015-2016	
White	63	60	-3		White	56	69	13
Asian	76	78	2		Asian	84	80	-4
African American	31	35	4		African Amer	39	53	14
Hispanic	22	21	-1		Hispanic	25	22	-3
ELL	10	8	-2		ELL	6	9	3
SED	21	19	-2		SED	24	20	-4
SWD	21	8	-13		SWD	6	4	-2
5th to 6th	2014-2015	2015-2016						
White	63	62	-1					
Asian	81	77	-6					
African American	30	25	-5					
Hispanic	18	22	4					
ELL	7	10	3					
SED	18	21	3					
SWD	7	7	0					

Math SBAC by School
2014-15 to 2015-16
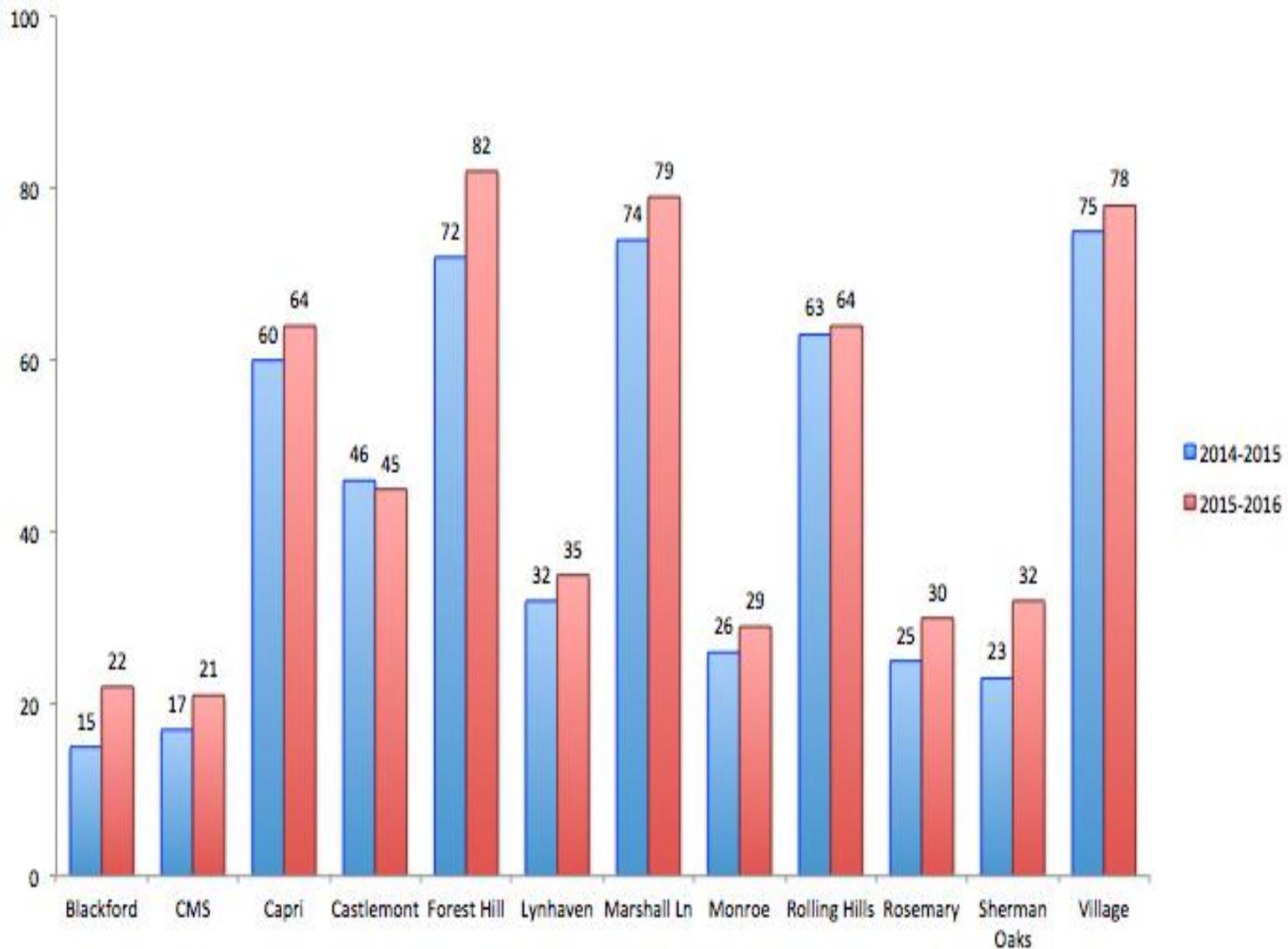
Legend:
- 2014-2015
- 2015-2016

School	2014-2015	2015-2016
Blackford	15	22
CMS	17	21
Capri	60	64
Castlemont	46	45
Forest Hill	72	82
Lynhaven	32	35
Marshall Ln	74	79
Monroe	26	29
Rolling Hills	63	64
Rosemary	25	30
Sherman Oaks	23	32
Village	75	78

In comparing the iReady scores with the SBAC scores, we see a strong correlation when looking at grade level averages over the past two years.

Math Correlations iReady and SBAC
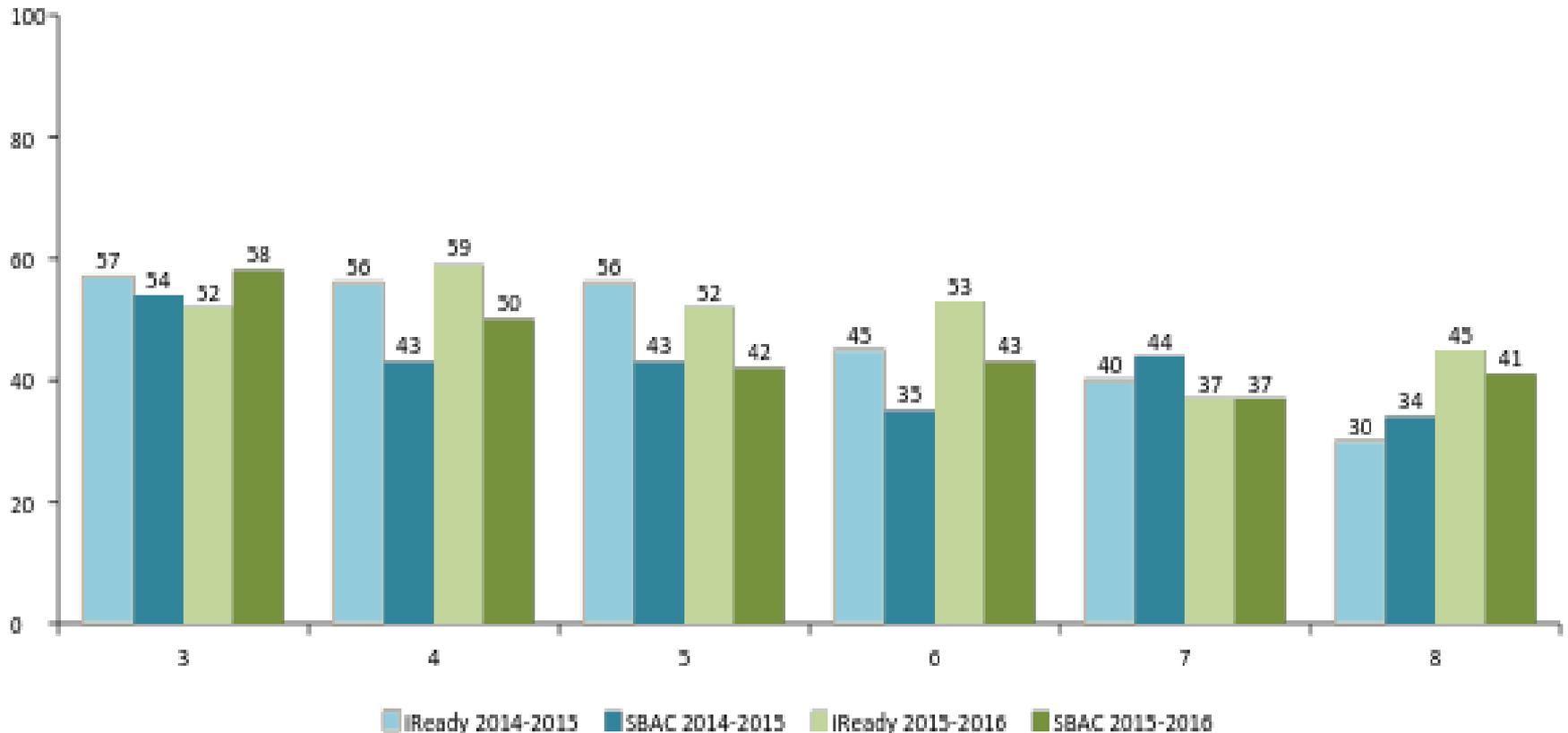
Legend: iReady 2014-2015 | SBAC 2014-2015 | iReady 2015-2016 | SBAC 2015-2016

Grade	iReady 2014-2015	SBAC 2014-2015	iReady 2015-2016	SBAC 2015-2016
3	57	54	52	58
4	56	43	59	50
5	56	43	52	42
6	45	35	53	43
7	40	44	37	37
8	30	34	45	41

A target growth of 100% represents one year's growth. Student growth is evident in grades 6 through 8. Sixth grade, on average, had the most growth during the 2015-2016 school year. The largest gap in attaining the target was 5th grade.
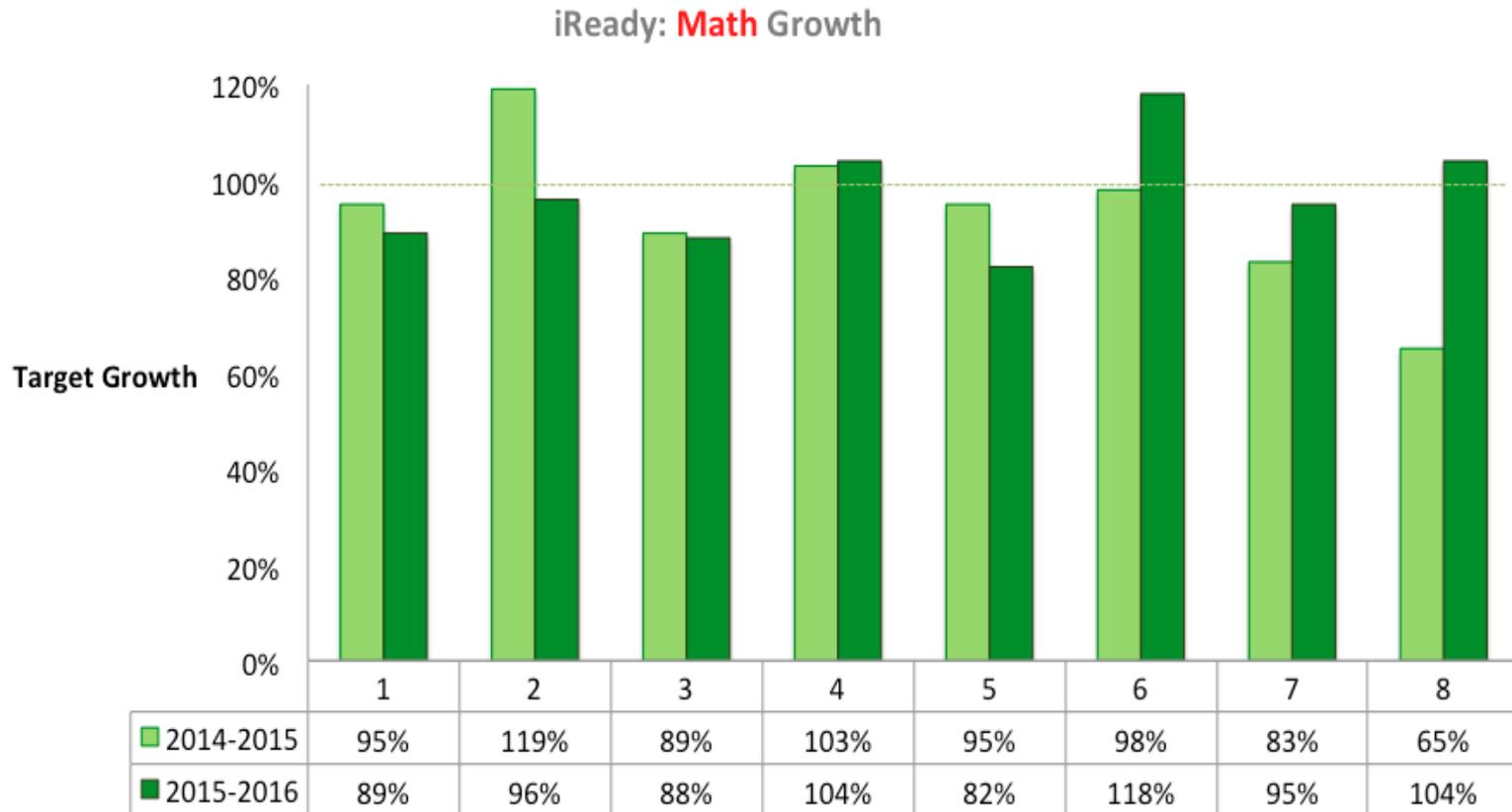
iReady: Math Growth

	1	2	3	4	5	6	7	8
2014-2015	95%	119%	89%	103%	95%	98%	83%	65%
2015-2016	89%	96%	88%	104%	82%	118%	95%	104%

Growth is determined by comparing the first Diagnostic to the third Diagnostic. It is important to note the the third Diagnostic was given earlier in the 2015-2016 year than the previous year.

Next Steps: 7th Grade Math

Professional Development with 7th grade math teachers to identify essential standards and evaluate the claims

Targeted PLC support for 7th grade teachers

Additional coaching support for new teachers

Provide additional intervention for both 7th and 8th grade students

Contract with SCCOE Math Coordinator to work with all teachers to supplement new curriculum in weak areas

Math parent workshops for targeted students
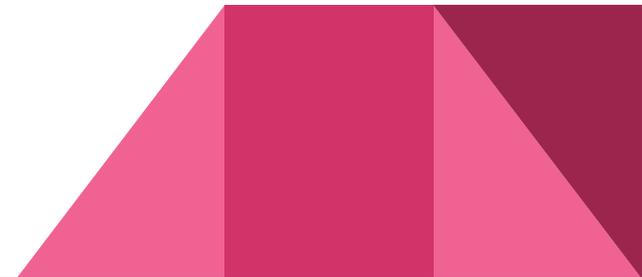
Next Steps: 7th Grade Math (Continued)

District Teacher on Special Assignment (TOSA) support area

Publisher provided training with follow up coaching

Increased accountability and support for 7th grade PLC groups

Look at early warning signs and respond (iReady)

Identify essential math vocabulary for grade level concepts and create tutorials for English Learner (EL) students

Create more opportunities to practice multi-step problems that mimic the test

Digital learning tools for intervention

Key Findings: Ethnicity

CUSD's two largest student sub-groups: Latino and African American made the largest proficiency gains in ELA (5%)

All sub-groups in CUSD made proficiency growth in ELA except American Indian

All sub-groups in CUSD made proficiency growth in Math except Hawaiian
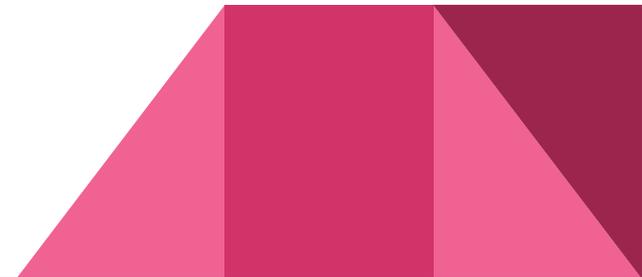
Proficiency by Ethnicity: ELA

ELA SBAC by Ethnicty
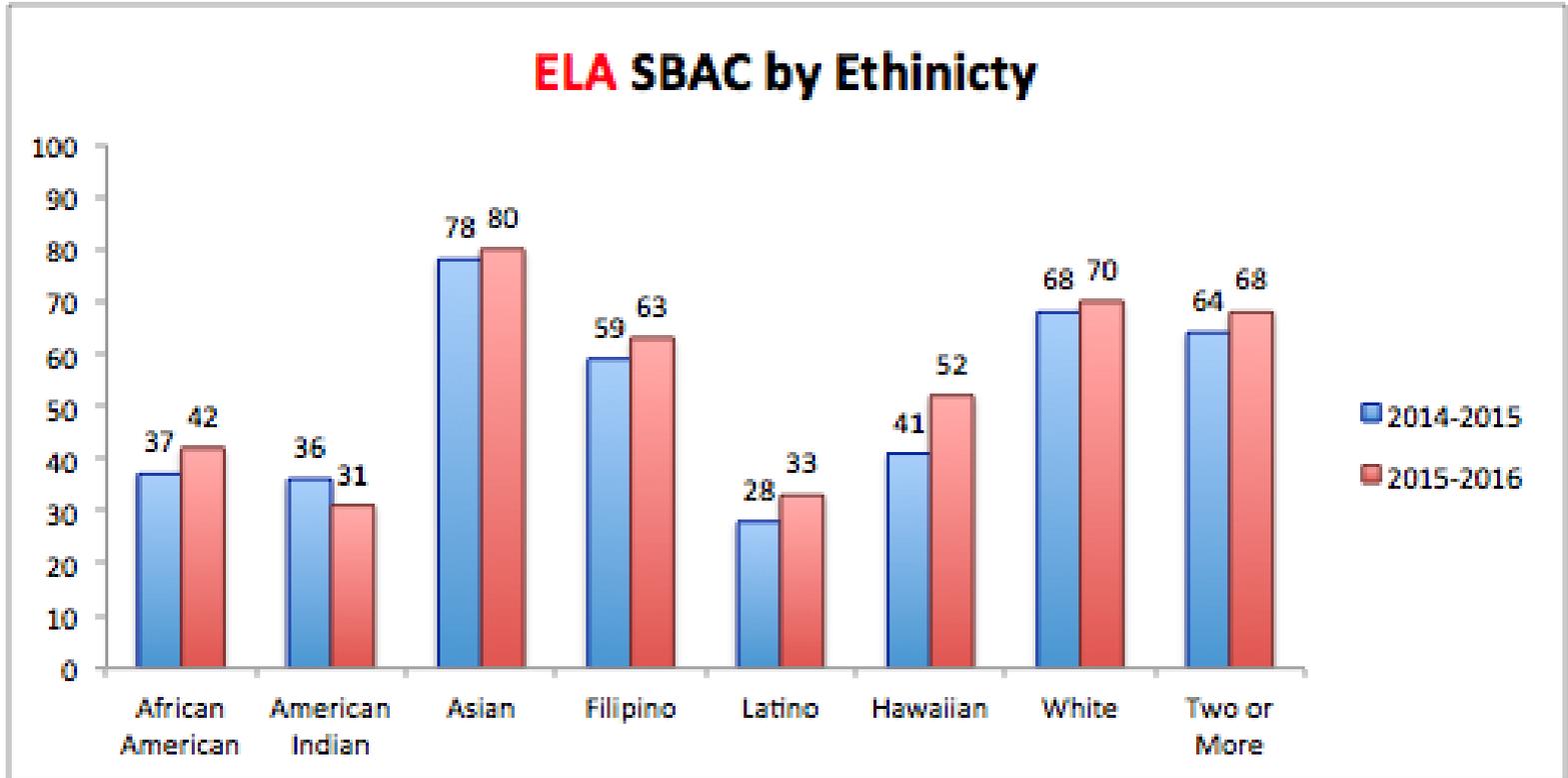
180   13   610   140   2260   27   1200   210

Proficiency by Ethnicity: Math

Math SBAC by Ethnicity

	African American	American Indian	Asian	Filipino	Latino	Hawaiian	White	Two or More
2014-2015	29	17	78	56	20	33	62	69
2015-2016	36	25	80	56	24	24	64	65
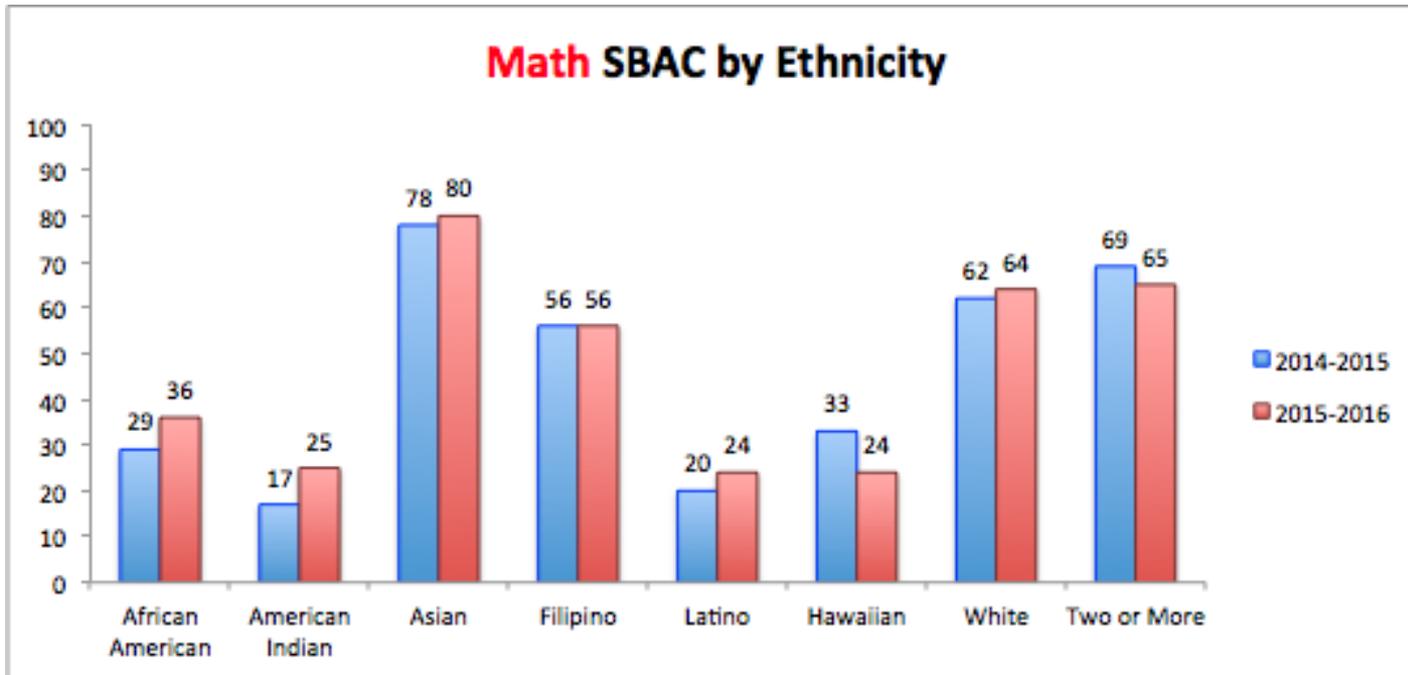
180   13   600   140   2260   27   1210   210

Key Findings: English Language Learners

Re-Designated students are performing at a comparative level to their English only peers

As a district, our English Language Learners made gains in proficiency levels and reaching the English Proficient Level on the CELDT

Our Long-Term English Learners are reaching the level of English Proficient at a higher rate than the percentage in the 2013 - 2014 school year

Proficiency by Fluency: ELA
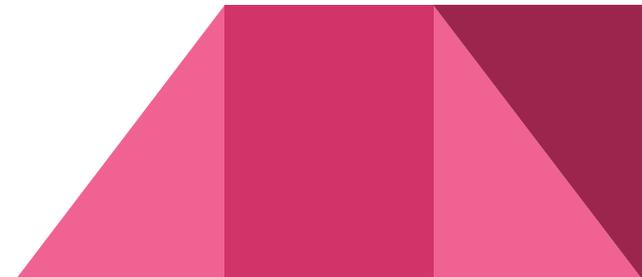
ELA SBAC: English Language Fluency
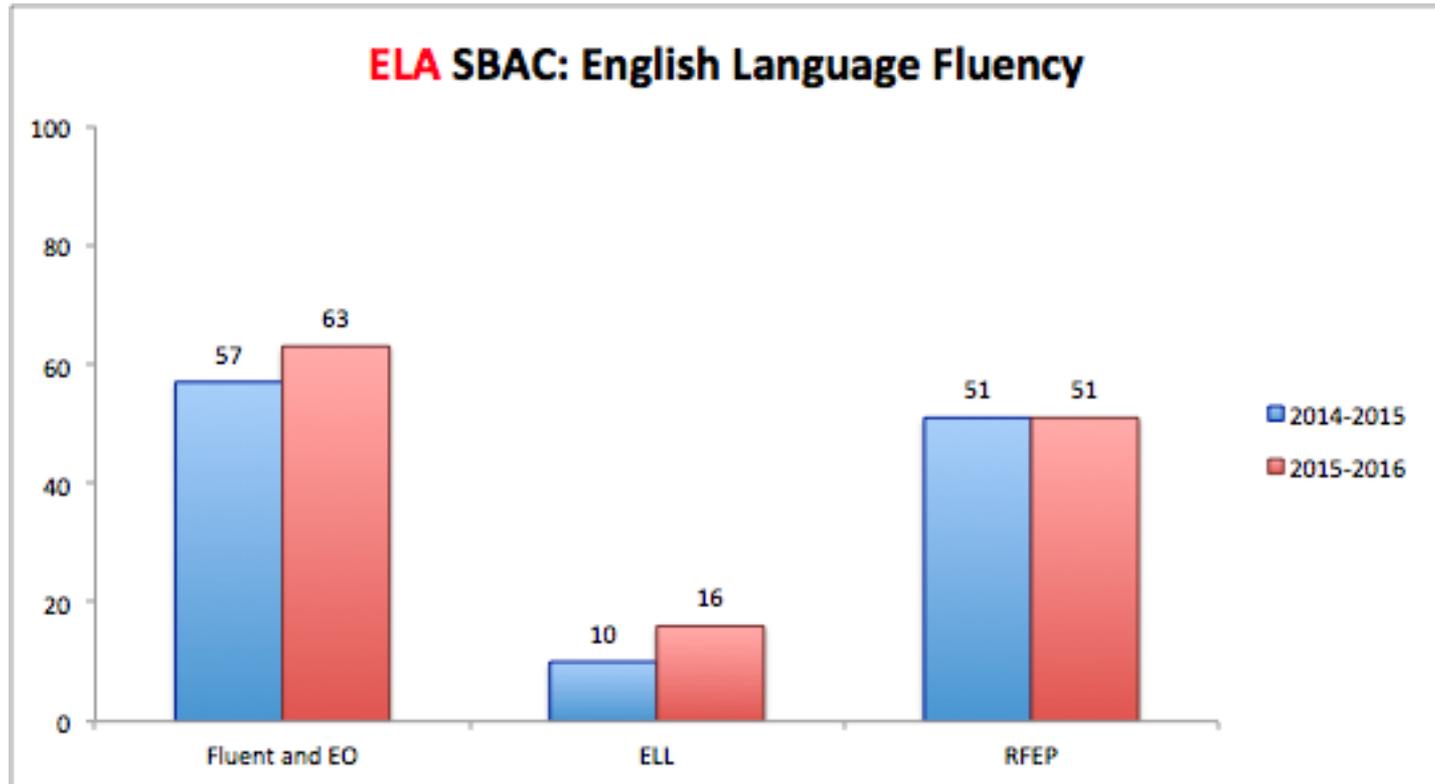
Proficiency by Fluency: Math
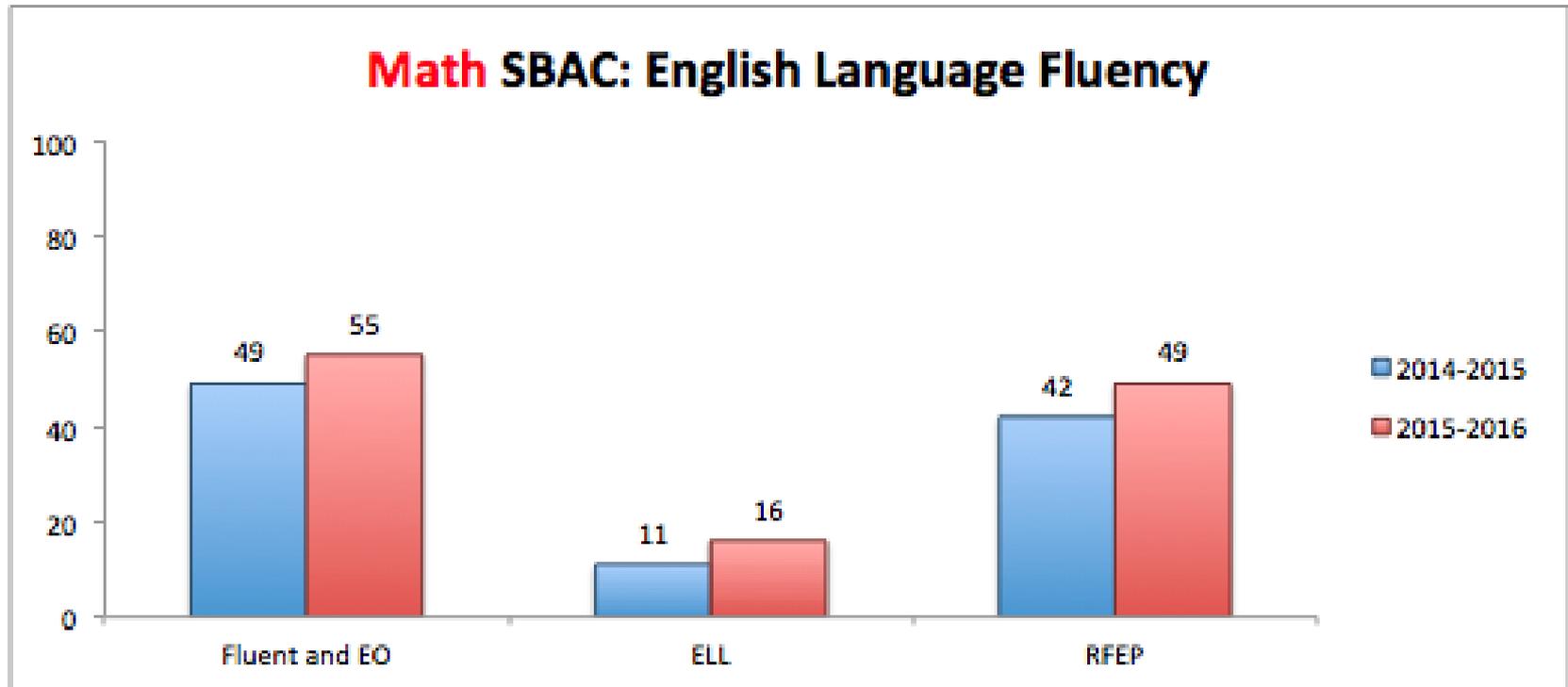
# Next Steps for English Language Learners

Adoption of new ELA/ELD Materials with training

ELD Champions at all sites

Instructional Leadership Teams at all sites will focus on student learning in the Professional Learning Communities (PLC), including paying particular attention to how English Learners are making progress

Targeted professional development for teachers and administrators around the needs of English Learners to support the PLC work occurring at the sites

Supplemental materials and trainings to support the specific needs of our Long-Term English Learners
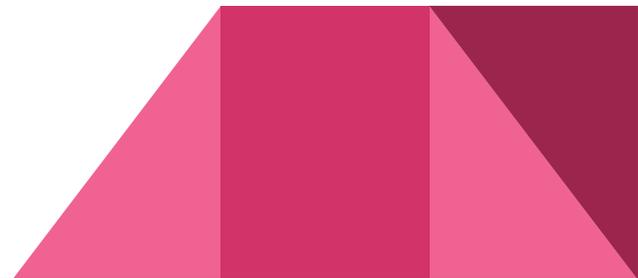
Next Steps for ELs Continued

Strategic Interventions for ELs outside of school time

Enrichment specifically for ELs outside of school time

Additional above and beyond Ed. Associates support for ELs

Parent Education specifically for parents of EL students

Pathway Awards provide incentives to achieve biliteracy and bilingualism

Bilingual Community Liaisons to support parents and meet their needs

Consider using additional Title 3 funds to hire an hourly staff member specifically to monitor and share EL student data with Administrators
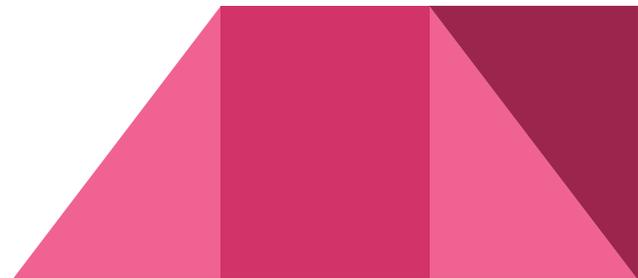
# Key Findings: Special Education

For the ELA Assessments:

CUSD special education students made 1% growth overall in ELA. This is the same as Santa Clara County growth. In the reading claim we made modest growth from the Below Standard to Near Standard proficiency level and from Near Standard to Above Standard in all grade levels with the exception of 6th grade.

For the Math Assessments:

CUSD special education students made 1% growth overall in Math. This is below Santa Clara County growth rate which was 2%.
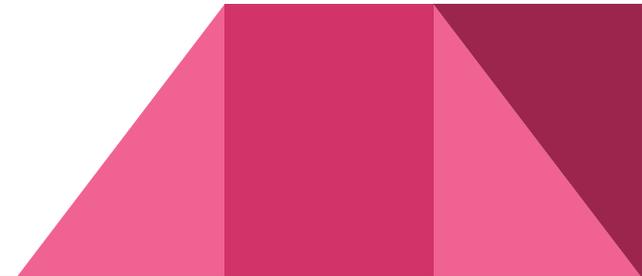
Proficiency Level by Disability

SBAC: Students with Disability
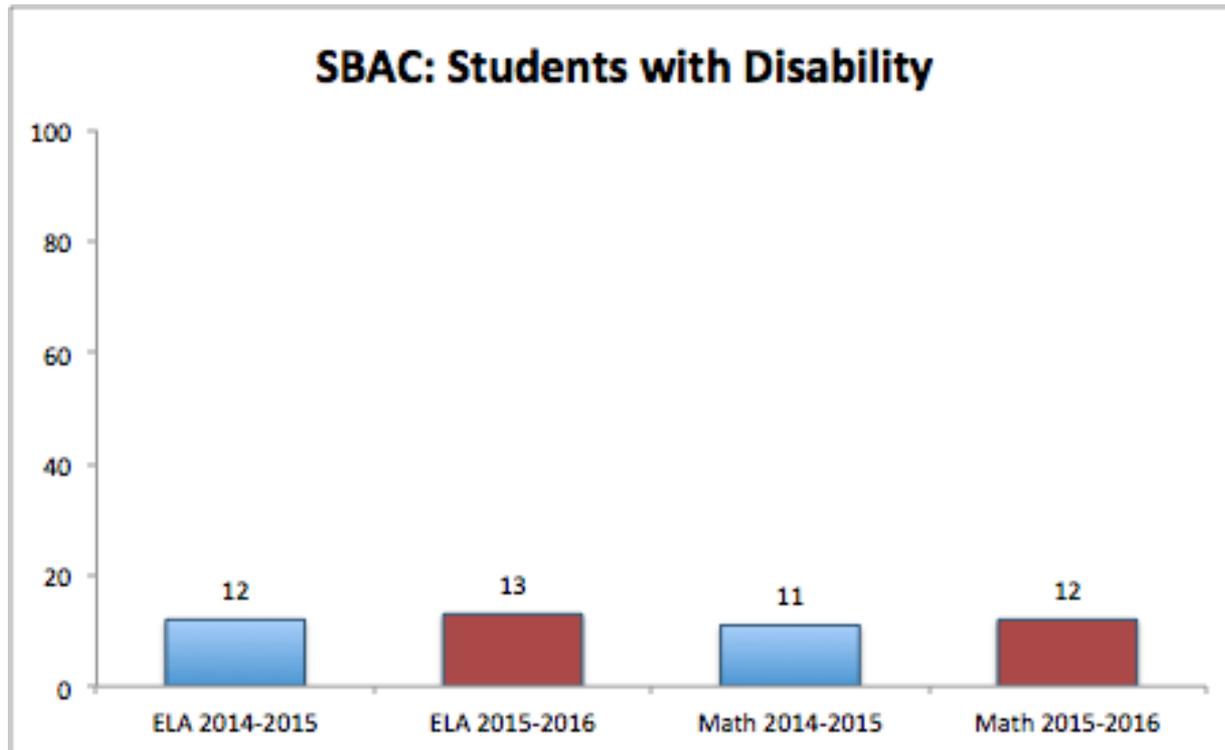
Special Ed Next Steps

Ensure that students have opportunities to practice using the testing accommodations to build technology skills that are needed to access the test

Train teams of teachers on Co-Teaching to ensure students receive first quality instruction in the Core with Specialized Academic Instruction (SAI) support

Use formative assessment to guide instruction, Indiv. Ed. Plan (IEP) goal development, to ensure educational benefit

Provide PLC time for support teams to analyze student work and design lessons to address identified areas of need

Provide targeted support for new and intern teachers

Identify how claims are tied to IEP goals
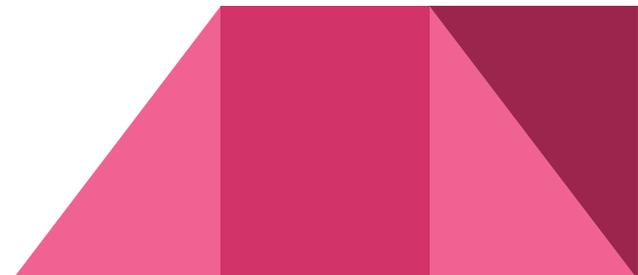
Where Do We Go From Here?

Strategic Plan for **Deeper Learning** focused around 5 main goals:

1. Fidelity to the PLC Process

2. Increased accountability systems

3. Improve the quality of first instruction

4. Use a variety of assessment strategies to guide high quality first instruction

5. Create a robust system of professional development
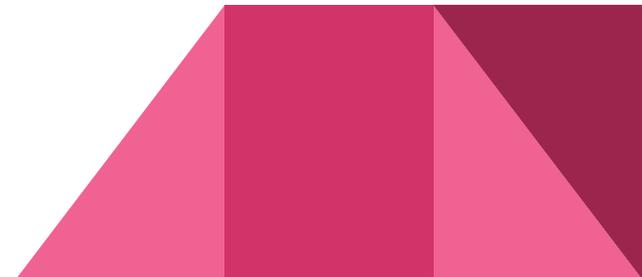
1.Fidelity to the PLC Process

Extensive training of Instructional Leadership Teams (ILT)

Formal PLC training of additional teachers to lead the PLC process

Accountability to PLC process; all DO staff involved in site PLCs

Identified Loose/Tight Guidelines followed by all sites

Hire experts in the field as trainers and coaches

Teacher teams will work together to identify essential standards and beginning next year we will have district-wide standards identified

Intervention and enrichment plans will be developed by teacher teams

What Will We Do When They Don't Get it?

District-wide out of school time intervention programs based on data

Saturday Math and enrichment program for grades 6-8

Before and after school tutorials

Celdt proficiency workshops after school

Summer School with English Learner focus

Reading Intervention support and targeted training in reading strategies

Ensure that students are getting the intervention they need, not just what is available

Fidelity to iReady support for students below grade level

Identify cut point criteria for entering-exiting interventions

When They Don't Get it Continued….

Develop a system to evaluate the effectiveness of interventions

Implement response to intervention plans developed after support from Soluciones Conference and Response to Intervention Conference

Equity Walks to learn more about why some students are struggling

Involve students and parents in the improvement plan

Student Study Team (SST) support when necessary
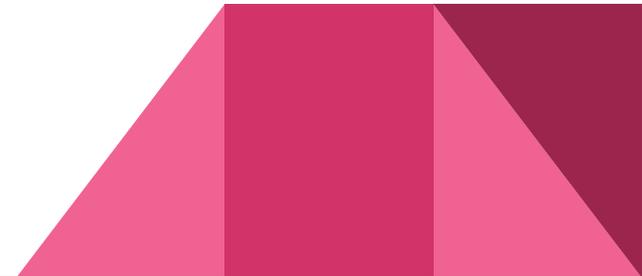
What Will We Do When They Get It?

Development of Saturday enrichment program

Teacher groupings of students to provide extended learning

Lunch-time clubs

STEAM projects and learning opportunities in STEAM spaces

Project-based learning to encourage critical thinking

Use of rubrics to calibrate what the "4Cs" looks like in classrooms

Use of instructional materials that have higher text complexity

Use pre-assessment strategies so content isn't being taught that kids already know
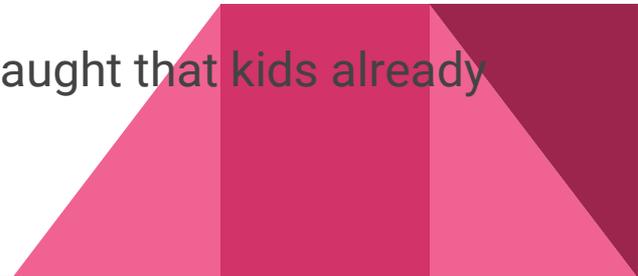
2. Increased Accountability Structures

Administrator annual goal-setting will reflect a strict adherence to the PLC process

Consistent time allocated to evaluate data after benchmark cycles

Instructional Service staff and Council to visit sites monthly to offer support and feedback

Site Administrators will increase the time in classrooms to monitor learning, and instruction

Site Administrators will gather intervention plans from teacher teams and monitor student progress

Refined implementation and monitoring of the SST process
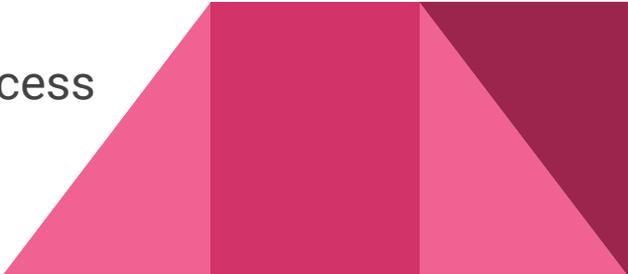
3. Improve the Quality of First Instruction

Aligned to LCAP* goal 1 and PLC question #1: All students will receive high quality instruction in CC and NGSS standards from highly qualified teachers in 21st century classrooms

Create model classrooms for demonstrations

Release time for teachers to visit others teachers (inside and outside district)

Coaching and modeling by TOSAs and Equity Coaches

Increase the amount of time teachers spend on small group instruction

Develop district-wide curriculum guides that identify essential standards

Use of technology as a tool for differentiation and innovation

* LCAP = Local Control & Accountability Plan
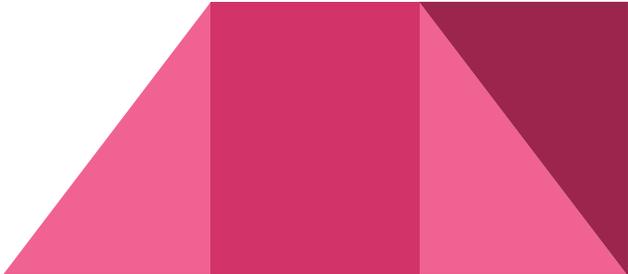
4. Use a Variety of Assessment Strategies

Use Data Zone to help us create a multiple measures system of assessment

Create a 4Cs assessment that can measure skills beyond content mastery

Focus on the use of formative assessment to guide instruction

Create a standards-based report card to pilot at middle school

Develop a universal rubric that can be used to assess standards mastery to promote consistency across schools

PLC teams to develop criteria for identifying proficiency levels on common assessments
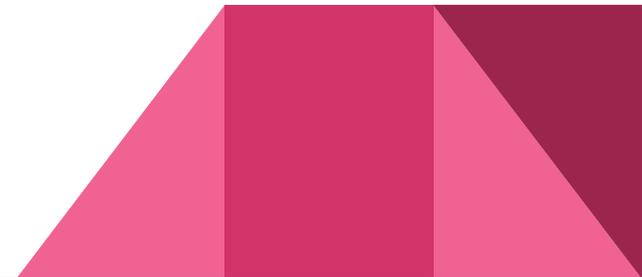
5.Create a Robust System of Prof. Development

Instructional Rounds including staff members

Differentiated based on data and school vision/goals

Provide a variety of settings and delivery models for Professional Dev. (PD)

Provide additional coaching to the teachers where data says we need support

Provide follow up coaching and modeling after PD

Streamline District Leadership Team (DLT) and offer specific PD for Site Administration

Provide coaches for site Administrators

Provide learning opportunities for parents and staff through the Parent University model

Strategic PD in early literacy development

PLC work

Do the best you
can until you
know better.
Then when you
know better, do
better.

- Maya Angelou