Board Study Session

Student Achievement 9-29-16

SBAC Features

- 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 masters: Exceeded, Met, Nearly Met and Not Met
- Student data also reported by key content claims

Thinking Through the Data: Lessons Learned

- Reliance on intervention “programs” as opposed to differentiated classroom instruction
- Programs 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

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 PD 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
- 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
- One of the only districts to have adopted ELA curriculum
- Focus on only one content area for adoption-pilot process
- Use of PLCs to keep the focus on student data
- More professional development time during the school year

Key Findings: ELA

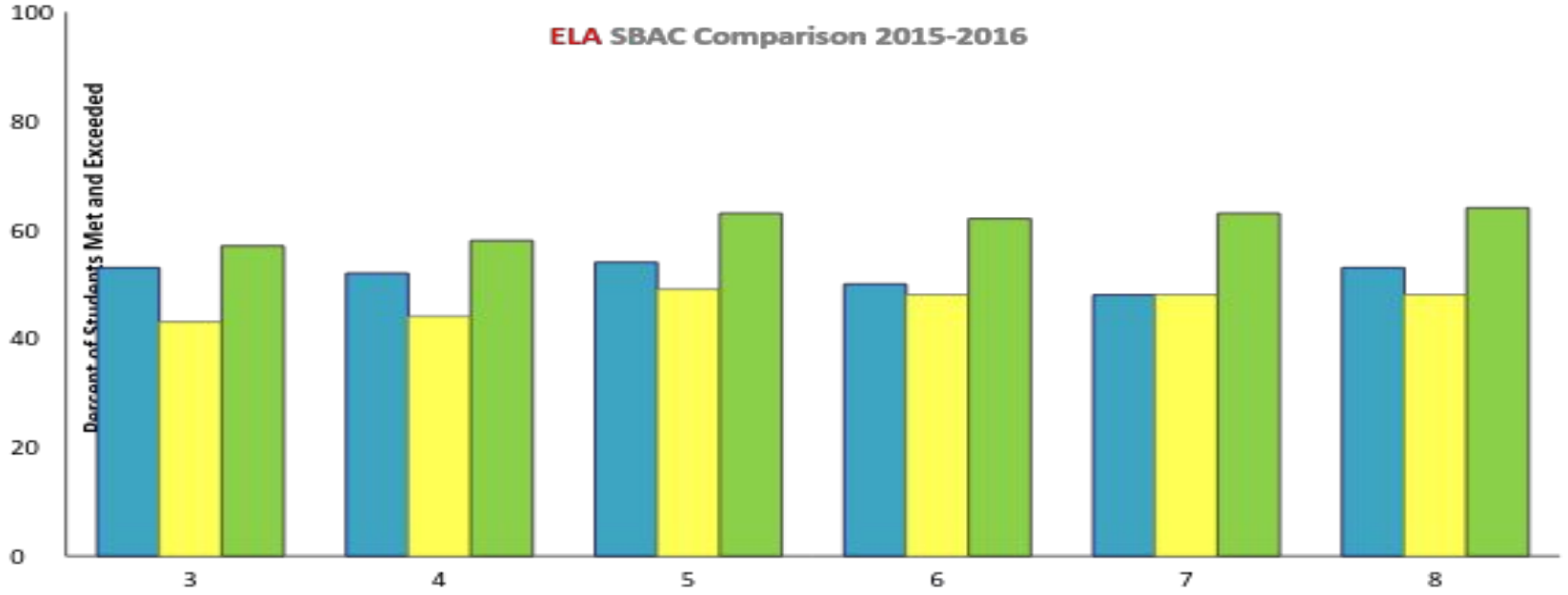
For the ELA Assessments:

- 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:

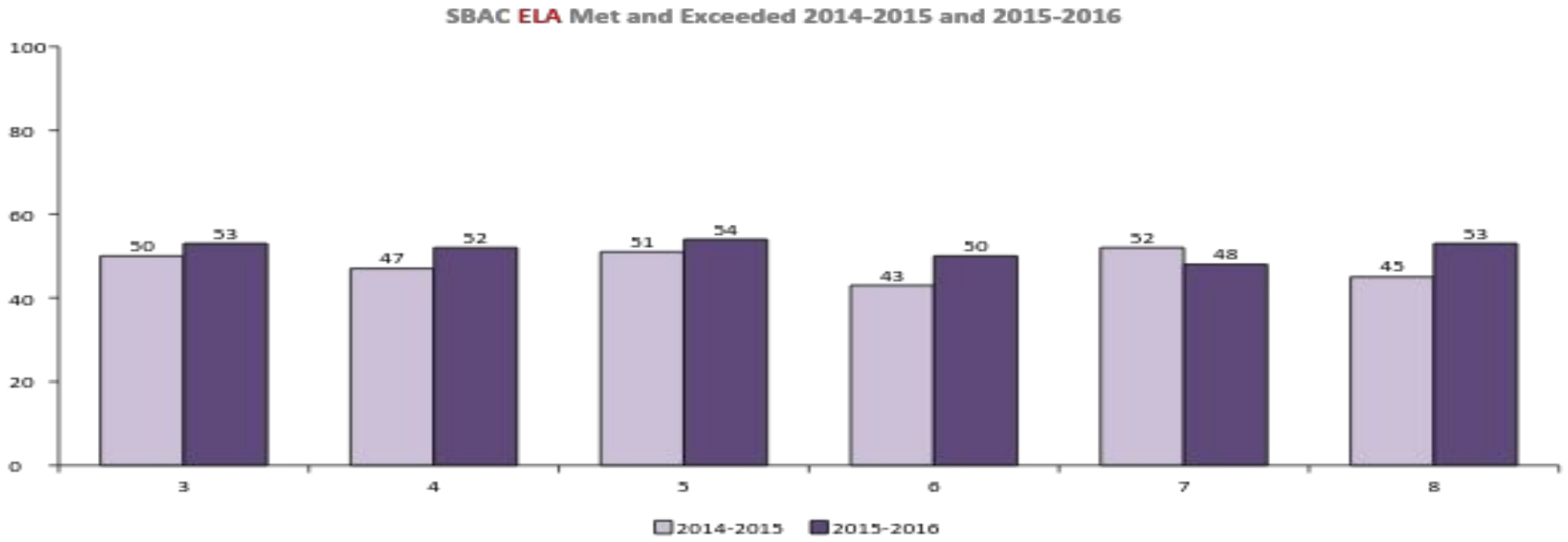
- 48% of CUSD students reached the Standard Met or Standard Exceeded achievement levels (28% met the standard, 20% exceeded, 24% nearly met, 28% not met)

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.



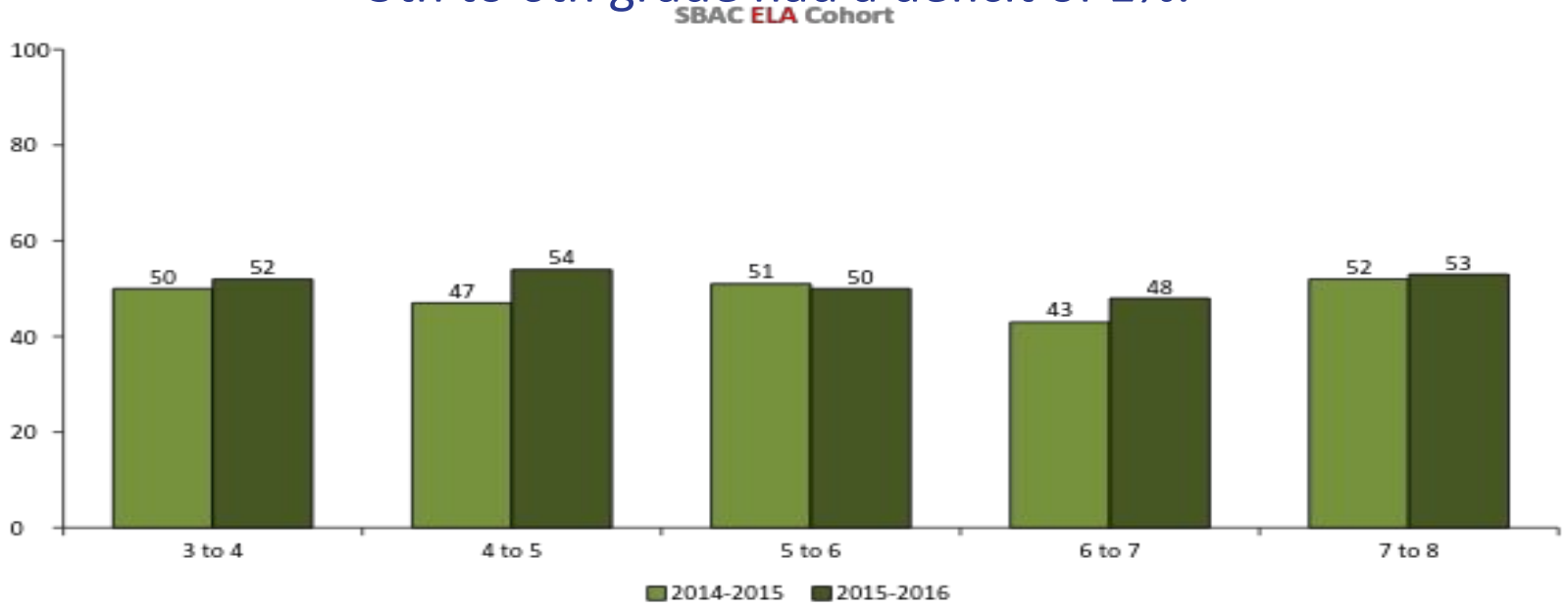
Source: California Department of Education, 2016 (accessed August 2016).

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



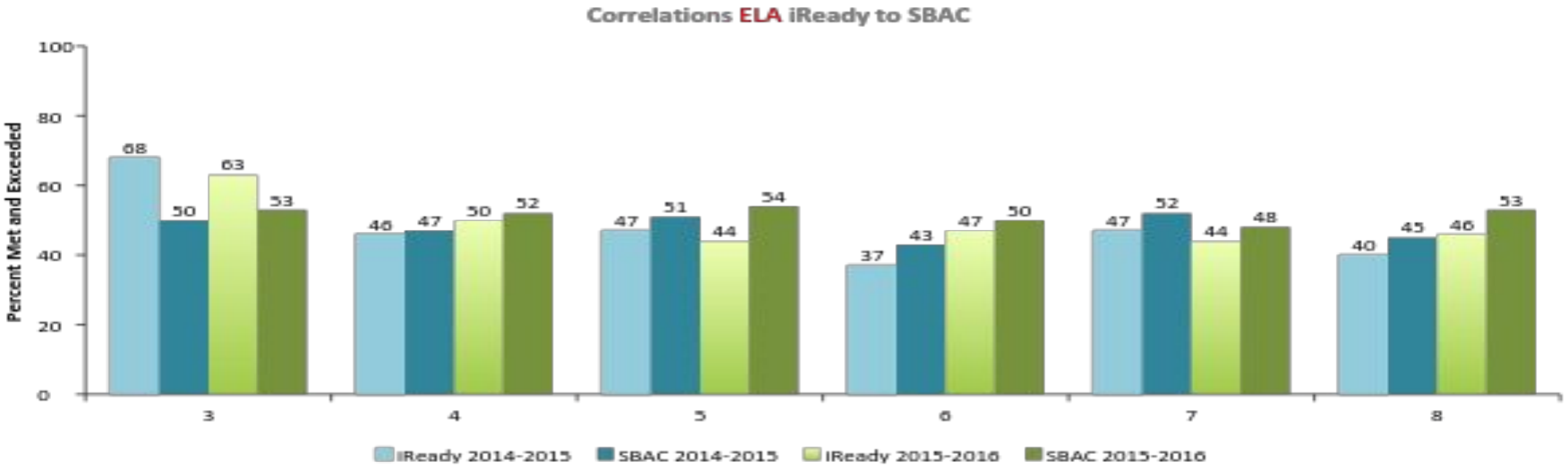
Source: California Department of Education, 2016 (accessed August 2016).

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%.



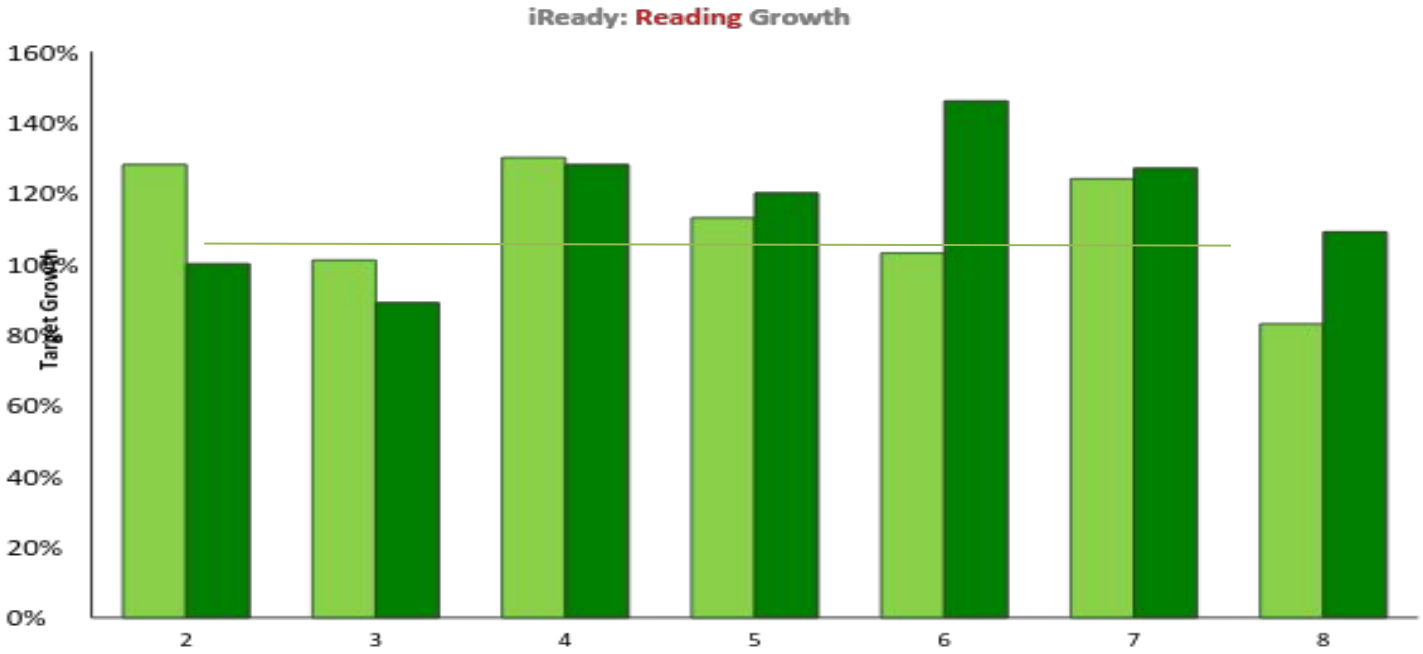
Source: California Department of Education, 2016 (accessed August 2016).

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.



Source for SBAC data: California Department of Education, 2016 (accessed August 2016). Results for iReady represent On and Above Grade Level using Standard View. It is important to note the the third Diagnostic was given earlier in the 2015-2016 year than the previous year.

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.



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)

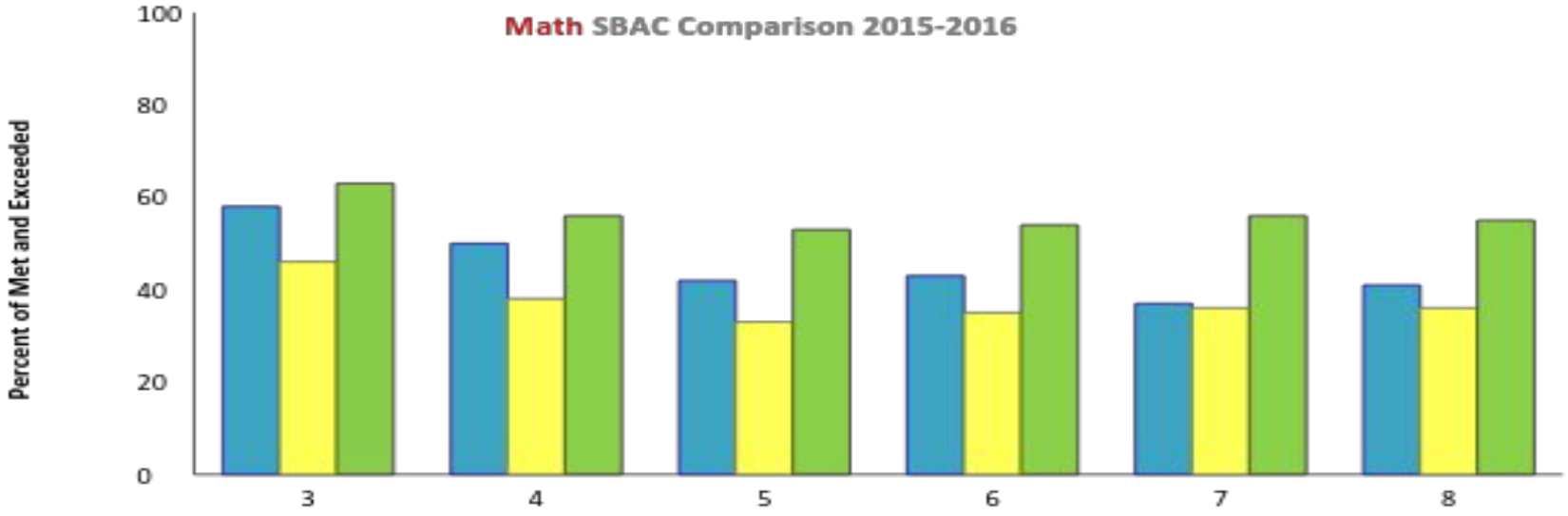
Compared to last year:

- 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

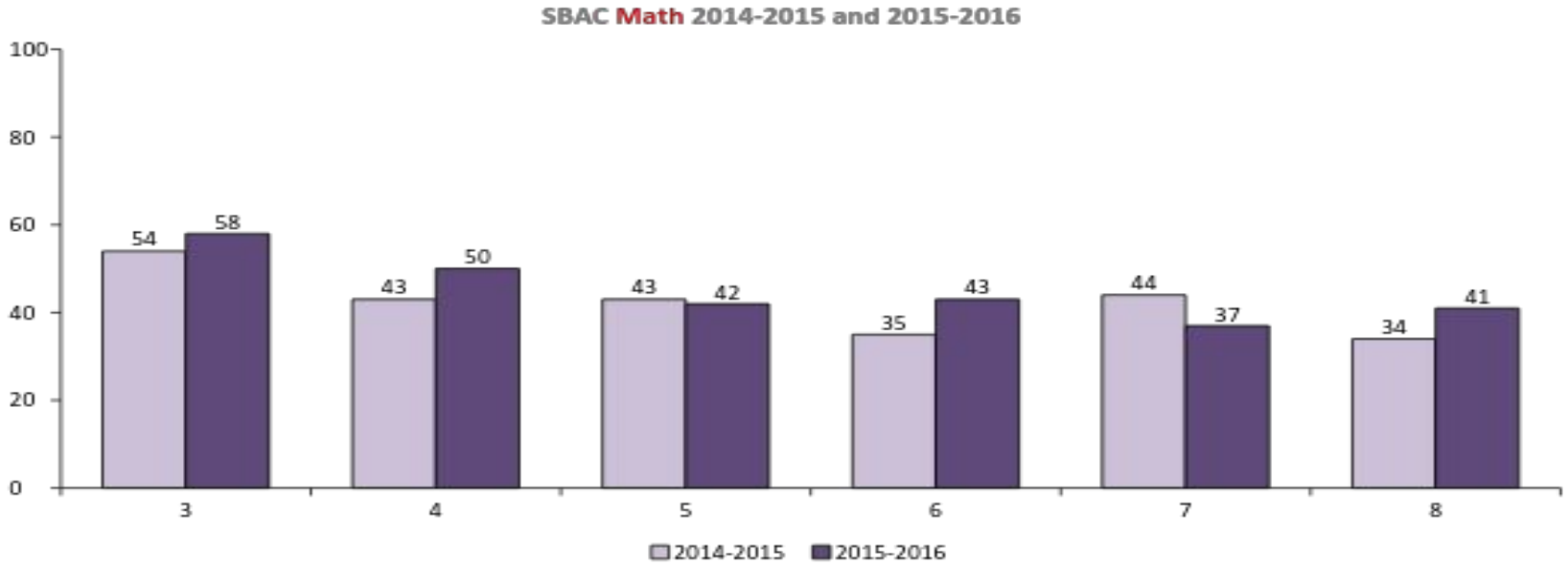
- CUSD 5th and 7th graders decreased in proficiency levels from last year
- Overall growth over time (same kids) math data shows that students are losing ground in math in multiple grade levels
- The most growth is occurring for students who are moving from standards met to standards exceeding level

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.



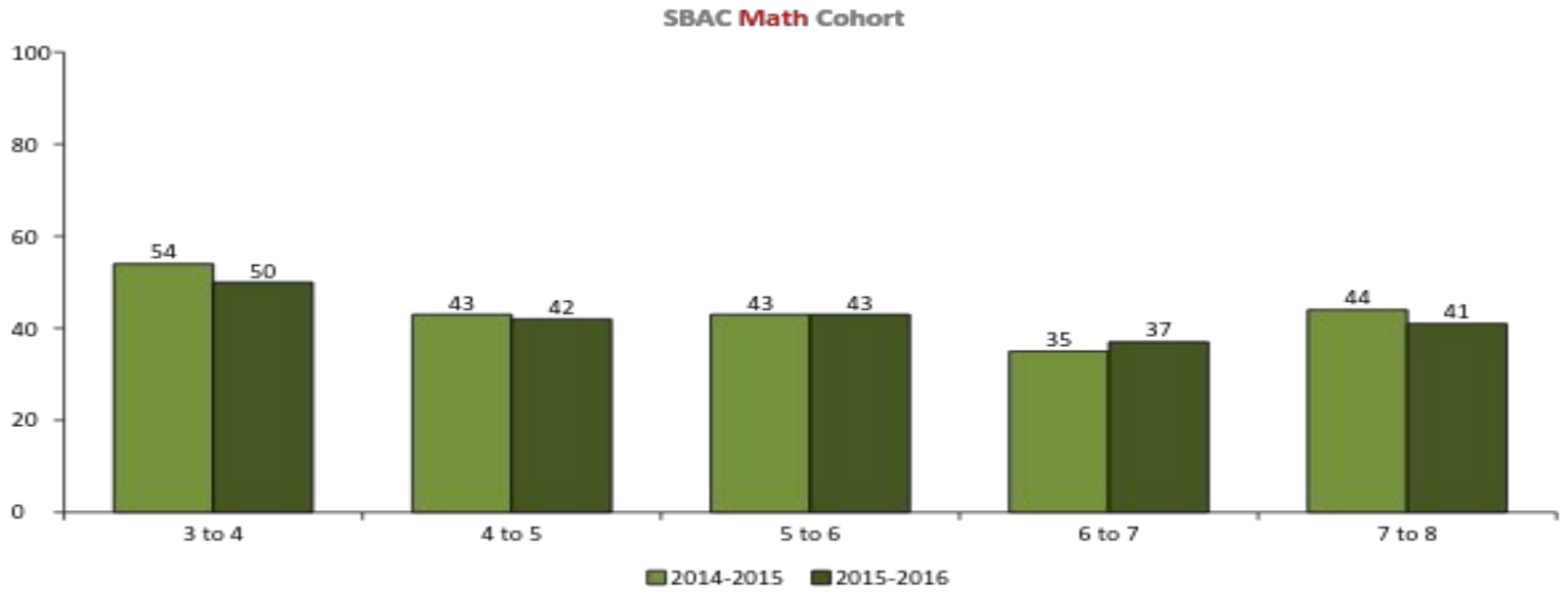
Source: California Department of Education, 2016 (accessed August 2016).

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



Source: California Department of Education, 2016 (accessed August 2016).

When comparing the same groups of students, we see minimal changes or decreases across the district.



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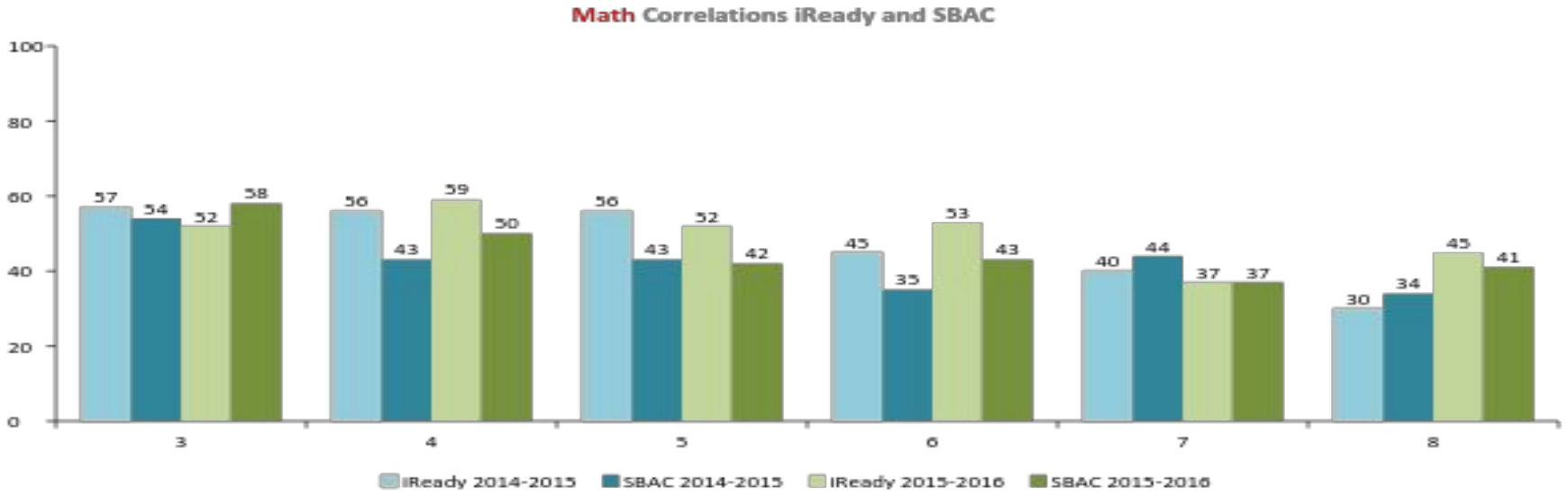
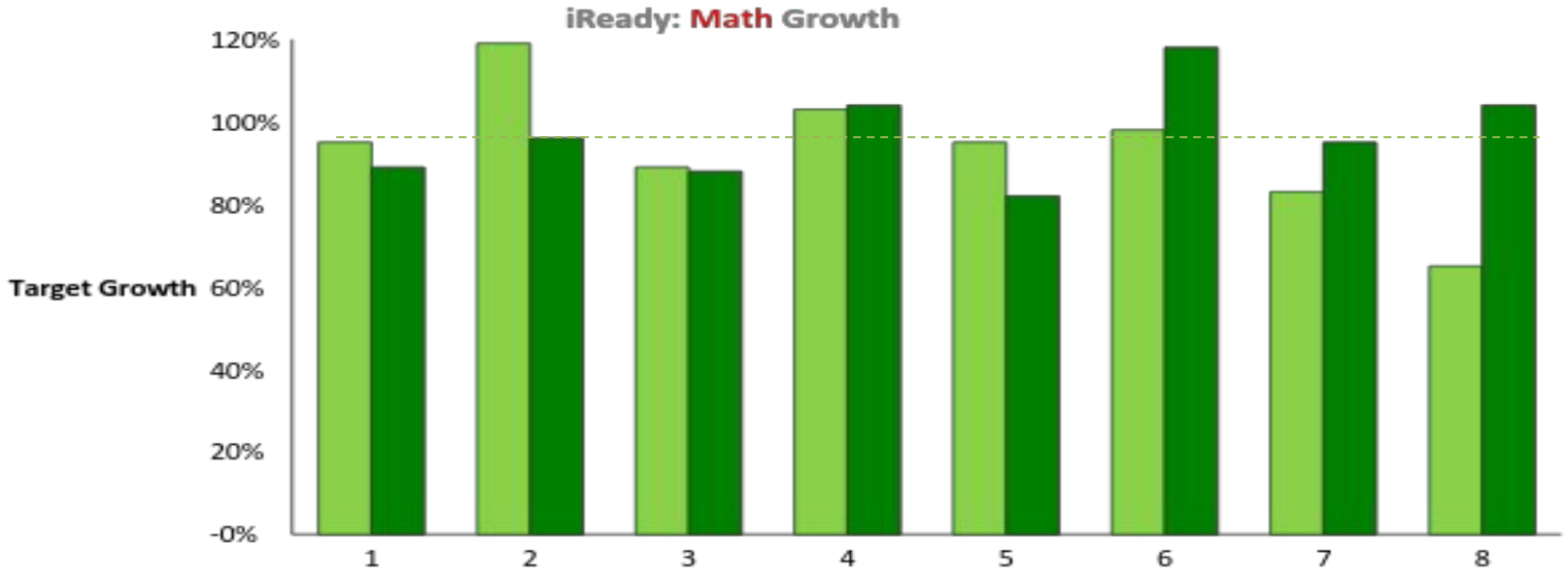


Source for SBAC data: California Department of Education, 2016 (accessed August 2016). Results for iReady represent On and Above Grade Level using Standard View. It is important to note the the third Diagnostic was given earlier in the 2015-2016 year than the previous year.

A target growth of 100% represents one year's growth. Student growth is evident across all grade levels. Sixth grade, on average, had the most growth during the 2015-2016 school year. The largest gap in attaining the target was 5th grade.

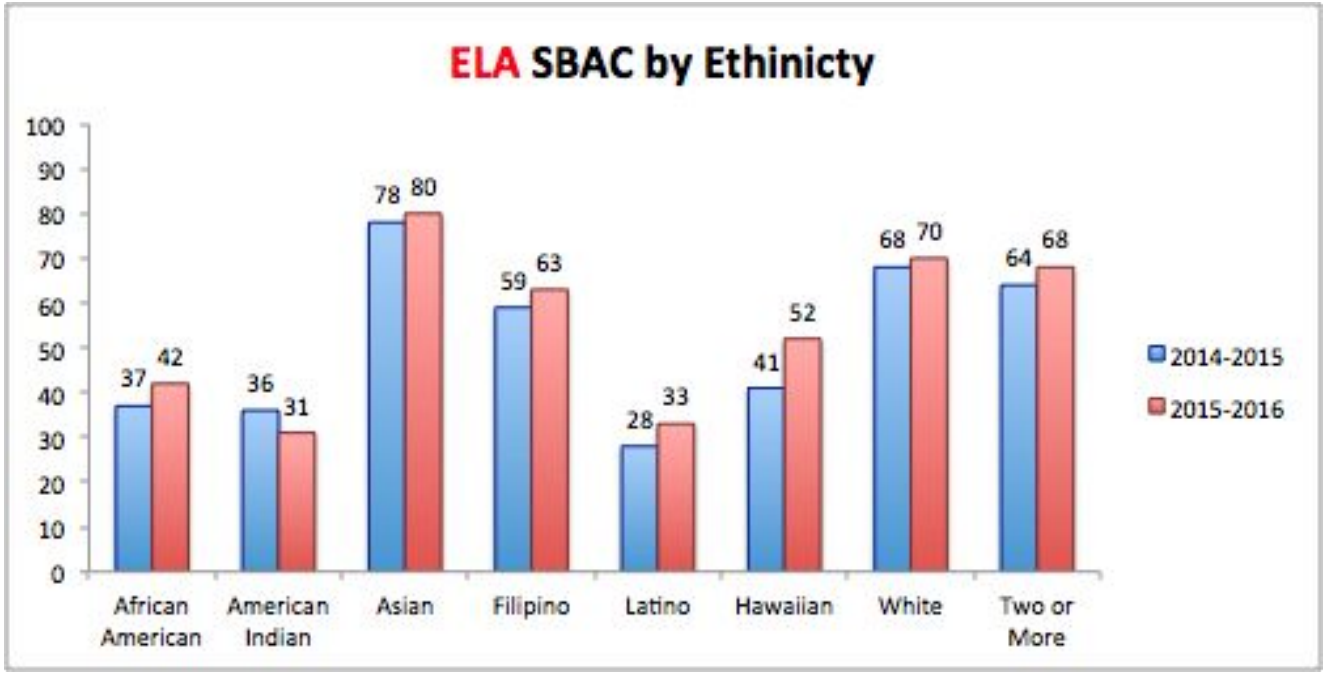


Growth is determined by comparing the first Diagnostic to the third Diagnostic. It is important to note the the third Diagnostic was given earlier in the 2015-2016 year than the previous year.

Key Findings: Ethnicity

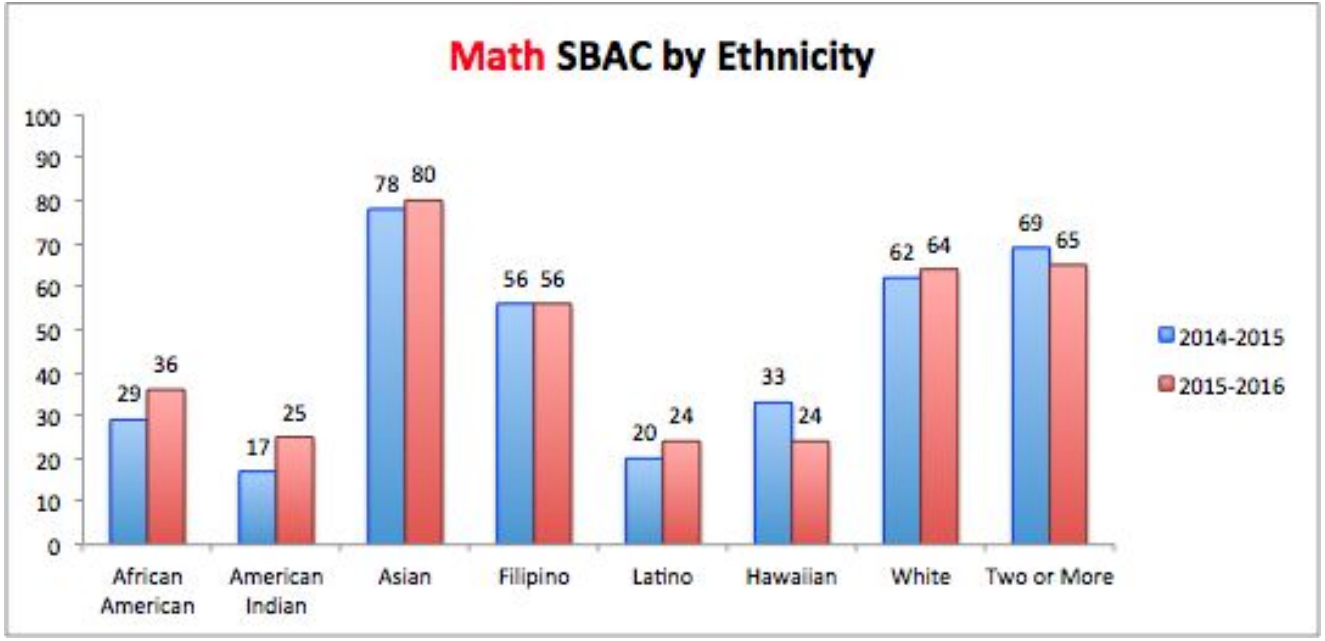
- CUSD's two largest student sub-groups: Latino and African American made the largest proficiency gains in ELA (5%)
- All sub-groups in CUSD made proficiency growth in ELA except American Indian
- All sub-groups in CUSD made proficiency growth in Math except Hawaiian

Proficiency by Ethnicity: ELA



180	13	610	140	2260	27	1200	210

Proficiency by Ethnicity: Math

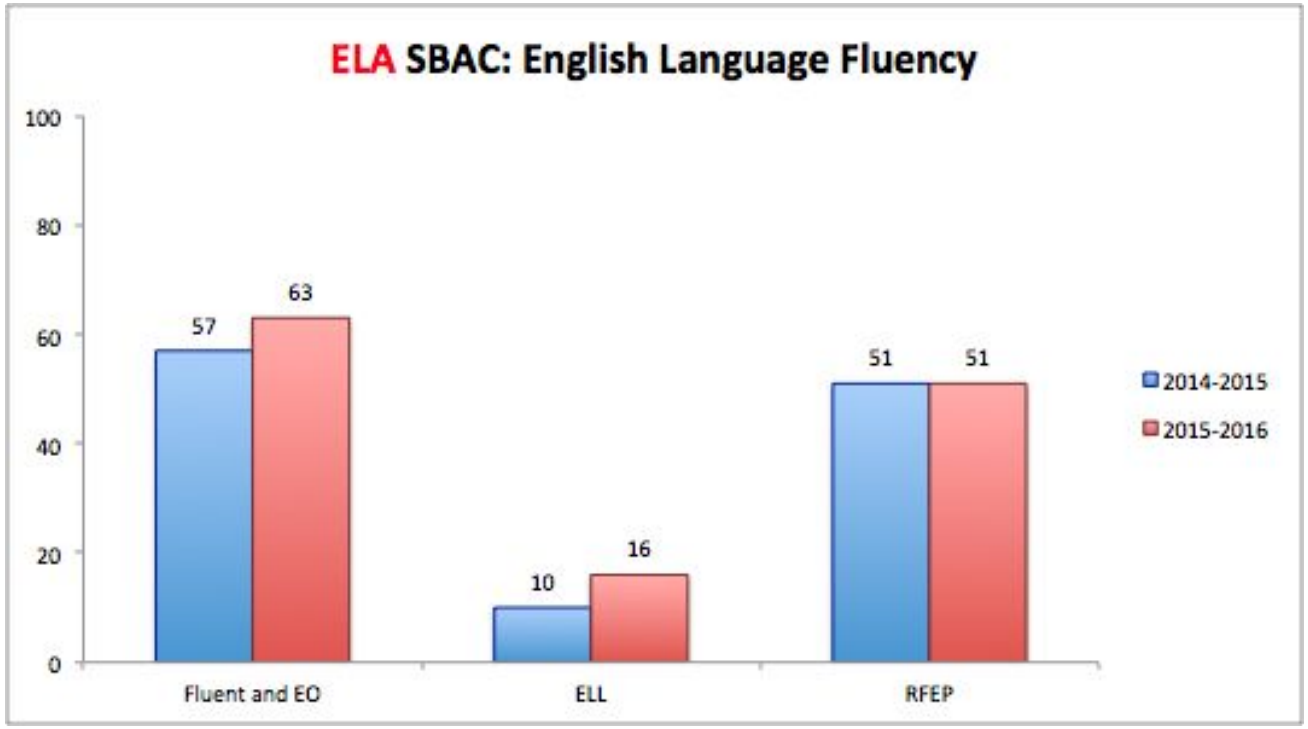


180 13 600 140 2260 27 1210 210

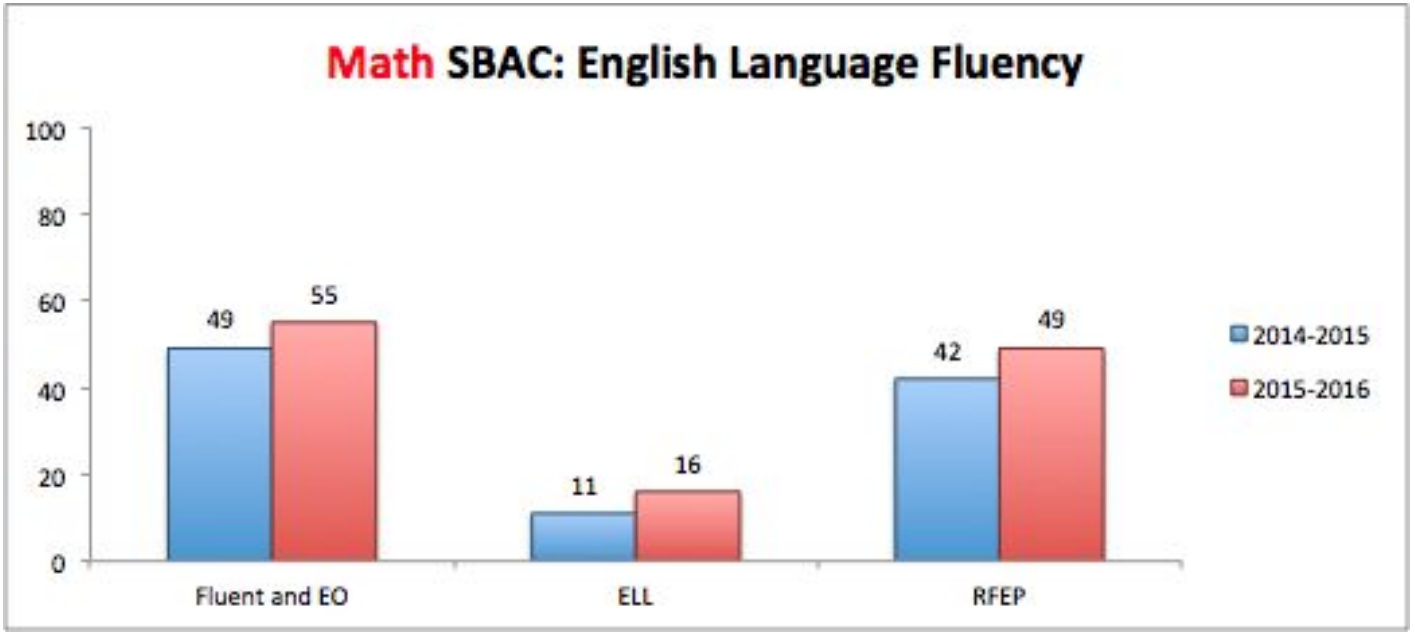
Key Findings: English Language Learners

- 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



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 on how English Learners are making progress
- Target 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

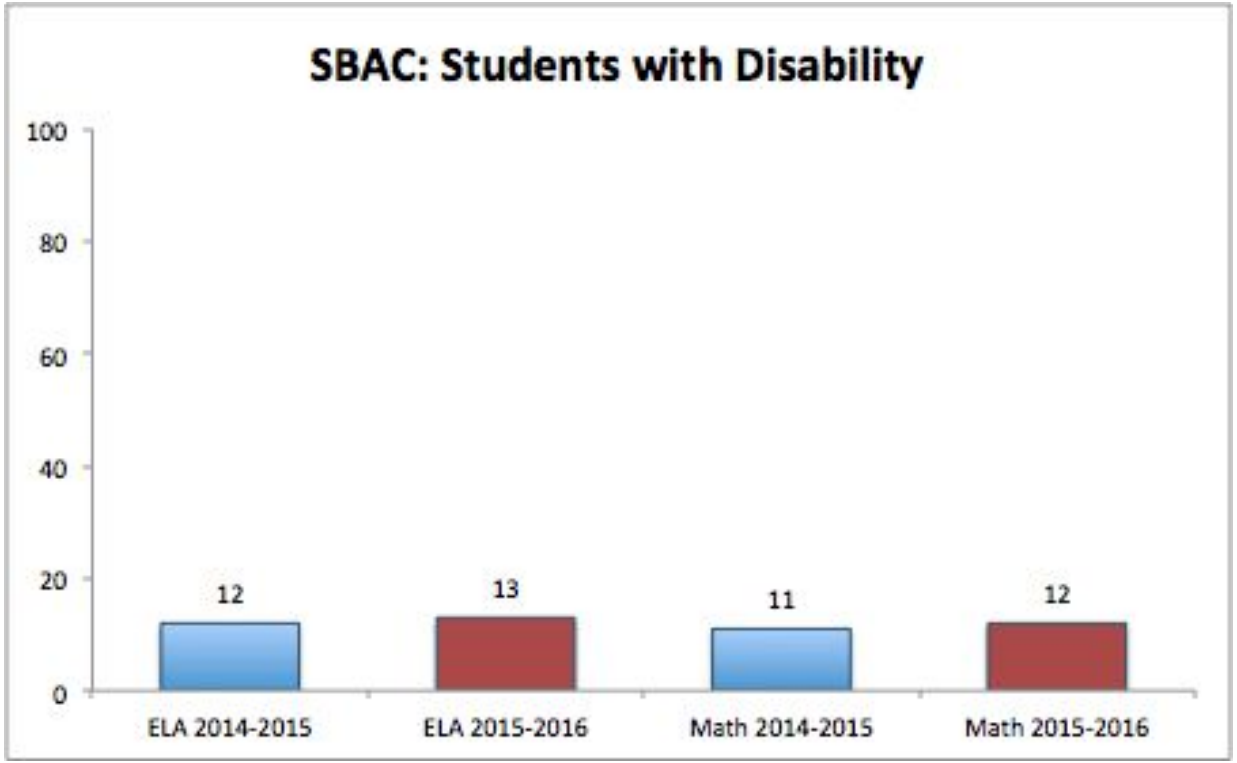
For the ELA Assessments:

- CUSD special education students made 1% growth overall in ELA. In the reading claim, this subgroup made modest growth from Below Standard to Near Standard 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. The 8th grade cohort made 11% growth. This cohort of students received two years of Resource Specialist support within the general education setting.

Proficiency Level by 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, IEP goal development, to ensure educational benefit
- Provide collaboration 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

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

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
- 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 EL 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
- Teams sent to Soluciones Conference and Response to Intervention Conference put on by Solution Tree
- Equity Walks to learn more about why some students are struggling

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 4C's 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

Increased Accountability Structures

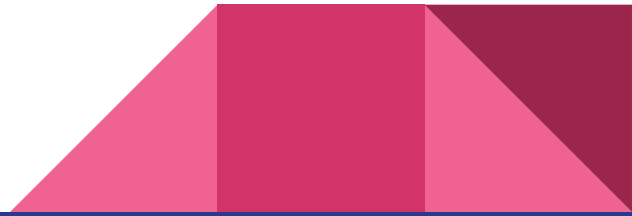
- Consistent time allocated to evaluate data after benchmark cycles
- Instructional Service staff and council to visit sites monthly to offer support and feedback
- Site Administrators will increase the time in classrooms to monitor learning and instruction
- Site Administrators will gather intervention plans from teacher teams and monitor student progress

Improve the Quality of First Instruction

- Aligned to LCAP goal 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 teacher spend on small group instruction
- Develop district-wide curriculum guides that identify essential standards
- Use of technology as a tool for differentiation and innovation

Use a Variety of Assessment Strategies

- Use Data Zone to help us create a multiple measures system of assessment
- Create a 4-C's 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



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 PD
- Provide additional coaching to the teachers where data says we need support
- Provide follow up coaching and modeling after PD
- Streamline 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