



Board Study Session: District Data

10-19-2017

Instructional Services

Data Story #1



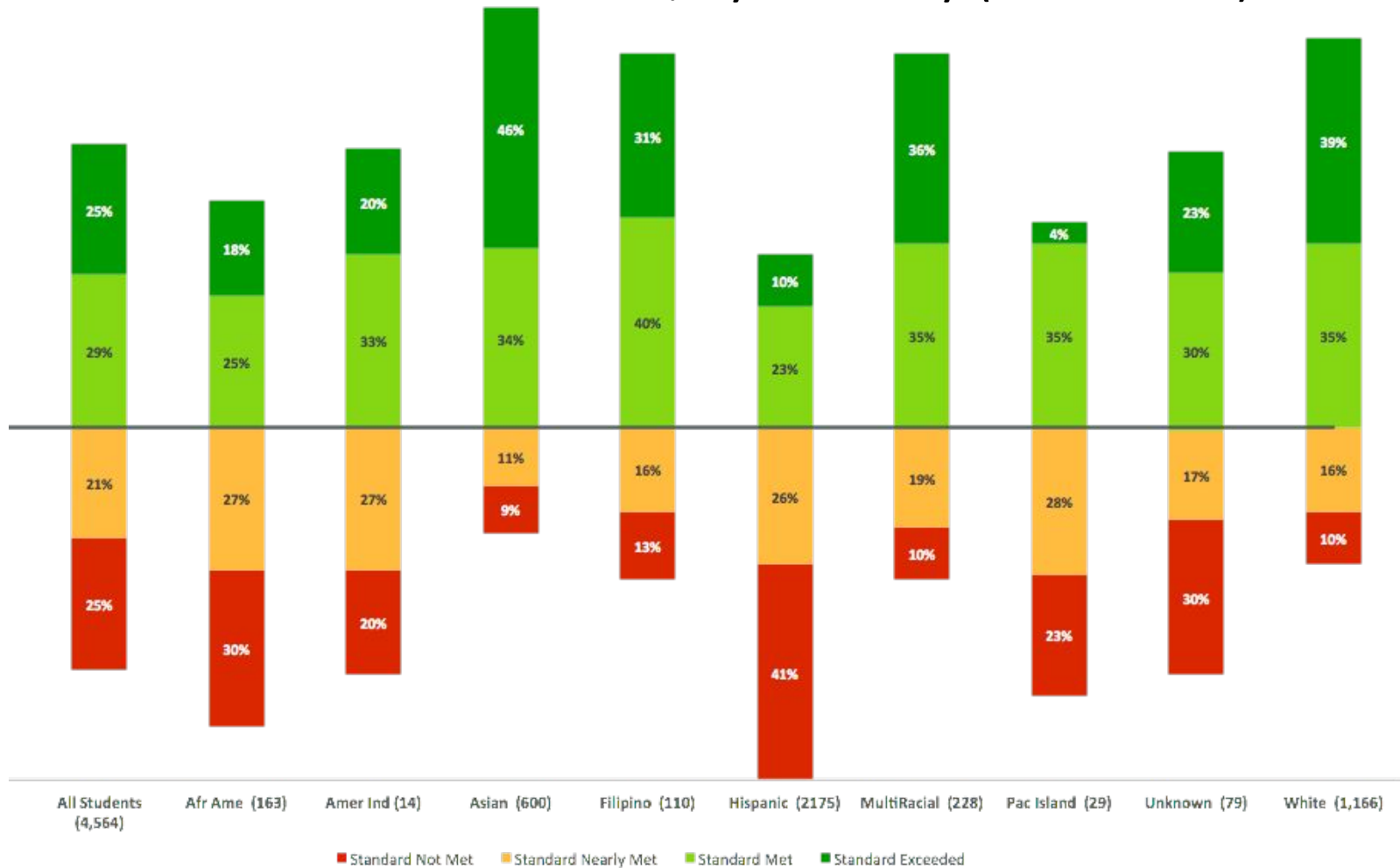
District Wide



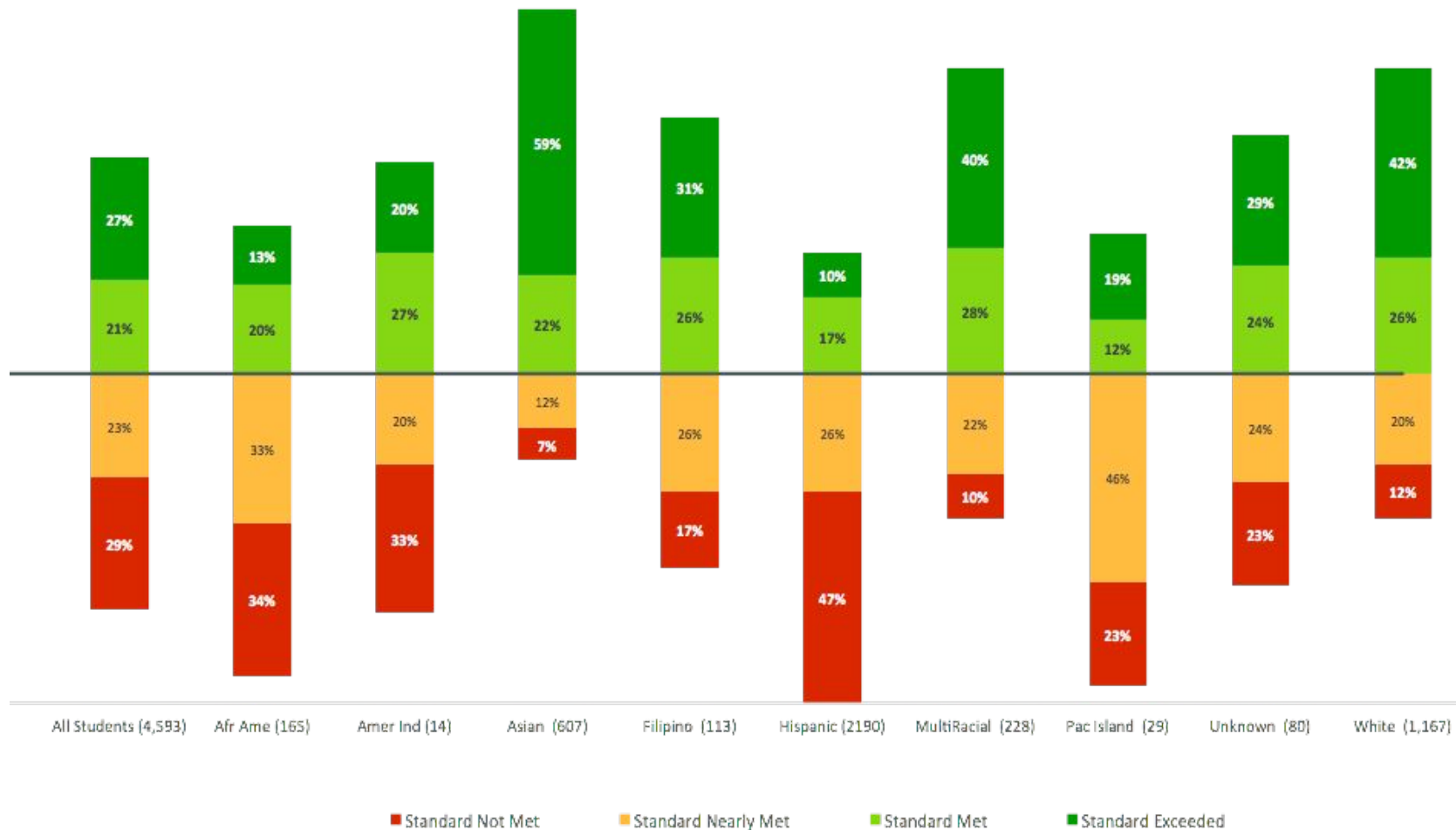
Our Driving Question

How will we meet the needs of
our Hispanic Students?

SBA District-wide ELA, by Ethnicity (2016-2017)



SBA District-wide Math, by Ethnicity (2016-2017)



Hispanic Student Scope of Understanding

We serve

- 3,543 Hispanic Students in the district (44.6% of total enrollment)
- 2,166 Hispanic Students in tested grades 3-8 (46% of tested group)
- 1,791 Hispanic Boys and 1,752 Hispanic Girls districtwide
 - Of the 3,543 students, 31% are English Language Learners
 - 59% of Hispanic students are identified Socio-Economically Disadvantaged

Parent Education Levels

Hispanic Students (3,545)

- No-HS 18.6% (661)
- HS Graduate: 32% (1,146)
- Some College: 17% (616)
- College/BA: 14% (496)
- Graduate Degree: 9% (331)
- Declined to State: 8% (295)

White Students (1,796)

- No- HS 0.6% (11)
- HS Graduate: 5% (86)
- Some College: 14% (253)
- College/BA: 39% (705)
- Graduate Degree: 38% (686)
- Declined to state: 3% (55)



Hispanic Student Enrollment by Site

School Site	#of Hispanic Students	% of School Enrollment
Blackford	350	66%
CMS	250	68%
Capri	222	33.5%
Castlemont	345	51%
Forest Hill	93	13.5%
Lynhaven	320	53%
Marshall Lane	50	9%
Monroe	607	64%
Preschool CUSD	198	34%
RHMS	190	18.5%
Rosemary	434	85%
Sherman Oaks	470	84%
Village	23	8.5%



Why are our Hispanic Students Not Meeting Standards? 67% (ELA) and 73% (Math)

School Factors:

- Teachers require additional training to teach English language learners
- Intervention systems need to be timely in order to catch students at the earliest sign of struggle
- Strategic focus on literacy to ensure students learn to read
- There is a need for responsive teaching practices and training around dealing with students from trauma



Why are our Hispanic Students Not Meeting Standards?

Home Factors:

- Education levels of parents has been found to be a direct correlation to student academic success
- Students come to school without preschool or prior language experiences to support readiness
- We have many students from poverty



What's Our Plan?

Multi-Tiered Approach

1. Academic Supports through the Every Child a Reader by 3rd Grade initiative
2. Get to know our students: Culturally Responsive Teaching Practices
3. Get to know our families: Parent Education and Engagement



Every Child a Reader

What We Have Learned:

- Our current instructional approach doesn't work for **all** students
- We must plan our instruction to meet the needs of the students in the margins

What we are doing:

- K-2 Job-Alikes focused on reading research around systematic phonics instruction to teach reading
- Alignment of phonics curriculum in grades K-2
- Literacy Forum: Professionals/Researchers in the field as Guest speakers
- Hiring hourly reading specialists for additional intervention

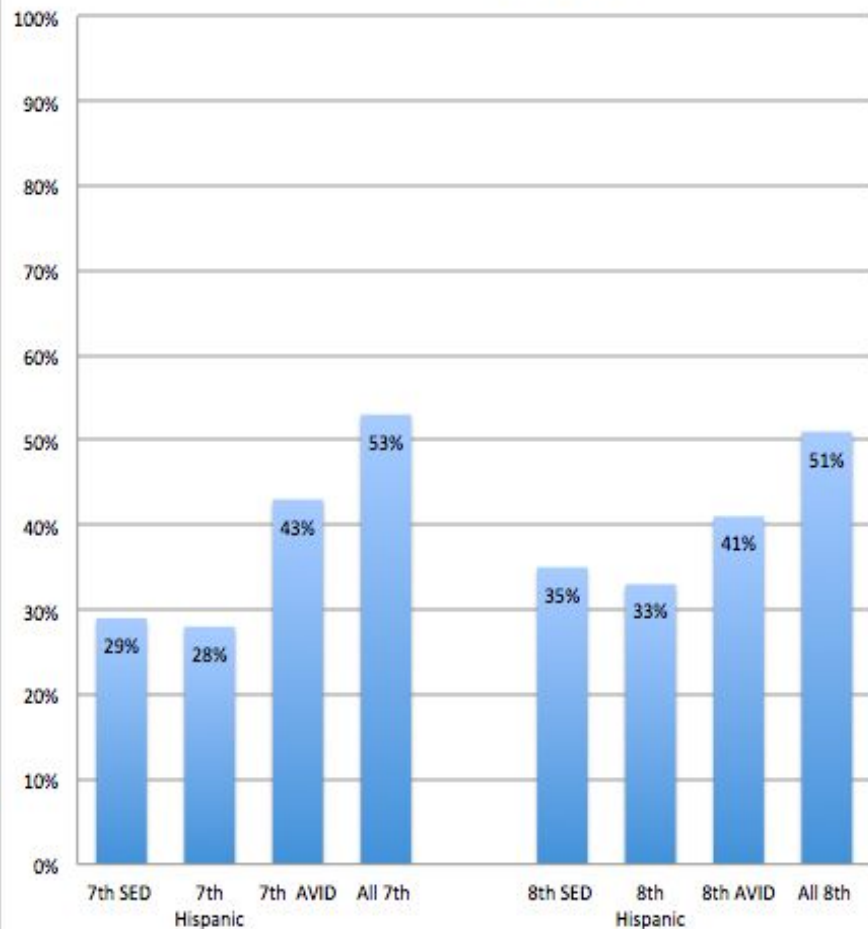
Culturally Responsive Teaching

- District leadership teams identified this as one of the 4 elements of high quality first instruction that would be our focus
- On-going Professional Development
- Embedded AVID strategies schoolwide
- Creation of Model Classrooms
- Provide a culture of high expectations for all
- Knowing our students: Learning Profiles
- Student engagement through personalized learning
- Making connections to students' cultures

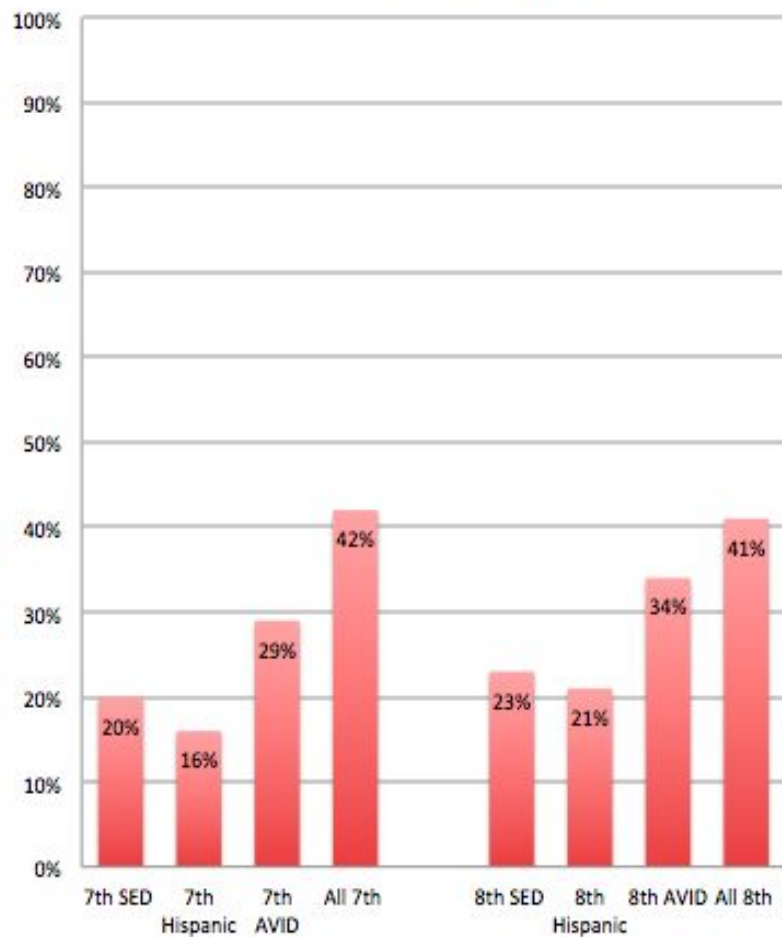


Former MMS AVID students:
Sam R., Maleesha P., and
Eva M. 2017 SJSU grads!

**Percentage of Students Meet/Exceed
2017 SBA ELA**



**Percentage of Students Meet/Exceed
2017 SBA Math**





Parent Engagement

- Parent education: Continue the robust parent education program currently in place with continued focus on Hispanic parents
- Share student data with Hispanic parents
- Increase number of home visits for this population
- Develop Benchmarks for data collection for counselors and community liaisons (Monthly calls to every Hispanic family, parent engagement survey, data sharing meetings, etc)
- Increase parent involvement of Hispanic parents on campus
- Parent University, ELAC and DELAC meetings



Systematic Changes to Support Hispanic Students

- Data with an equitable eye sessions: 5 times a year
- Collaboration time at DLT to discuss data and metrics
- Creation of out-of-school time intervention and enrichment programs for Hispanic students
- Strengthen the school day intervention program
- Improve the quality of instruction through targeted professional development
- Hire additional staff to support Hispanic students and English Learners
- Contracting with Consultant, Dr. Luis Cruz, of Solution Tree/Soluciones
- Targeted professional development: Soluciones
- MTSS training and implementation

Data Story #2



Blackford



Rosemary



Sherman Oaks



Our Driving Question

How will we meet the needs of our 4th and 5th grade students in math?

What We Know

- 67%, 78%, 80% of our 4th grade students are not meeting standards in math on the SBAC assessment
- 75%, 87%, 93% of our 5th grade students are not meeting standards in math on the SBAC assessment
- Current district-wide data showed a 1% increase in 4th grade and a 5% increase in 5th grade which is not reflected at all Title I schools
- Current iReady SBAC predictions indicate an early warning of low proficiency in 5th grade
- District change over time cohort data demonstrates a 6% decrease between grades 3-5.

What We Know

There is a big drop in proficiency levels district-wide from 3rd grade to 4th grade (64% down to 50%)

- The text of the assessment becomes much more complex
- The assessment requires a high level of academic vocabulary
- High levels of reading comprehension are needed to understand the math test questions
- Stamina is required to stay with problems until they are understood
- The math presented requires multi-step problem solving, which requires complex critical thinking skills and understanding of English



What's Our Plan?

- Determine and address prerequisite skills not being mastered in 3rd and 4th grade
- Implement iReady Standards mastery assessments for the essential standards
- Increase the amount of time spent each week on iReady lessons in math
Focusing ASES (afterschool) iReady time on math lessons in 4th and 5th grades
- Academic language development for identified math terms
- Use additional resources to strategically support math instruction
- Focus on complex, multi-step problem solving using critical thinking and reasoning
- Targeted professional development



What's Our Plan?

- Leverage funding to increase out of school time for targeted math support
- Focus on students monitoring their own learning through the use of learning targets
- Examine data against county, state and nation wide (schools that are similar in demographics and funding)
- Gather student input around SBAC/iReady experiences from a cohort of students (focus groups) and explicitly teach strategies to better assess the rigor of the SBAC assessment.



How will we monitor?

- Frequent Data Analysis during collaboration times
- Grade level check in after each i-Ready Diagnostic
- Visit classrooms regularly and provide specific feedback
- Meet with grade level teams during planning times to support data analysis and standards mapping
- Continually look at student data during leadership team meeting

Data Story #3

Forest Hill
ELEMENTARY
SCHOOL



Village
School





Our Driving Question

How will we ensure students performing at high levels consistently deepen and extend their learning?

What We Know: Our Data

- In ELA, 78% or more of students at each of our sites are meeting or exceeding standards.
- In Math, 64% or more of students at each of our sites are meeting or exceeding standards.
- In our parent perception survey data, “the school offers support for advanced learners” was the lowest scoring descriptor for all of our schools.



What We Know

- Many of our students come from highly educated households with parents who are extremely involved in their education, contributing to their success
- Our students, through their teacher's guidance, have become experts at content mastery
- Competency beyond content mastery is difficult to measure using our current standardized assessments



What's Our Plan?

Our goal is to empower students to own their learning, building upon their already high levels of achievement while supporting students who have not yet reached grade level expectations.

- Provide professional development to extend learning, using Mastery Rubrics and Learning Targets as key resources, with students engaging in self assessment of their own learning
- Increase the use of pre-assessment to determine what students already know so we can design challenging instruction
- Increase student voice in determining how they are engaging in and demonstrating their learning
- Train teachers to use Seesaw as a reflection tool and as a quality digital portfolio for students



How will we monitor our plan?

- Use pre/post student surveys to measure growth in student ownership of learning
- Track student use of Seesaw over time
- Use current district-wide assessments to continue to monitor academic success/growth rates for high learners: compare across sites
- Use 4 C's (creativity, collaboration, communication, critical thinking) rubrics and Mastery Rubrics to assess soft skills

Data Story #4





Our Driving Question

How will we support our English Learners before they become Long-term English Learners?

What We Know

- It was a transitional year from Systematic ELD to Benchmark ELD
- 2nd Grade is presenting as the grade level in which students struggle to progress up the CELDT bands
- Percentage of pre-Long-term English Learners (pre-LTEL) students stagnant at 1-3 on CELDT over three years
 - Capri: 4th 3/13 = 23%, 5th 8/18 = 44%
 - Castlemont: 4th grade 27/31=87%, 5th grade 33/39=85%
 - Lynhaven: 4th grade 31/37 = 83%, 5th grade 27/29 = 93%
- Many of our EL students are performing at a Level 3 or Below on CELDT and are at either Nearly Met or Not Met on SBAC
- Percentage of students, by grade level, at CELDT 3 or below who are Nearly Met or Not Met on SBAC

	% and # of ELs with CELDT Score of 3 or Below	% and # of ELs with CELDT Score of 3 or Below at Nearly Met or Not Met on ELA	% and # of ELs with CELDT Score of 3 or Below at Nearly Met or Not Met on Math
3rd Grade			
Capri	86%: 12 out of 14 students	92%: 11 out of 12 students	58%: 7 out of 12 students
Castlemont	87%: 27 out of 31 students	93%: 25 out of 27 students	85%: 23 out of 27 students
Lynhaven	83%: 31 out of 37 students	93%: 28 out of *30 students *one student exempt	80%: 25 out of 31 students
4th Grade			
Capri	83%: 20 out of 24 students	95%: 19 out of 20 students	85%: 17 out of 20 students
Castlemont	88%: 35 out of 40 students	94%: 33 out of 35 students	94%: 33 out of 35 students
Lynhaven	93%: 27 out of 29 students	100%: 27 out of 27 students	100%: 27 out of 27 students
5th Grade			
Capri	86%: 6 out of 7 students	100%: 6 out of 6 students	100%: 6 out of 6 students
Castlemont	86%: 19 out of 22 students	95%: 18 out of 19 students	100%: 19 out of 19 students
Lynhaven	29%: 5 out of 17 students	100%: 5 out of 5 students	100%: 5 out of 5 students



What's Our Plan?

- Use Datazone to monitor English Learners in Levels 1-3
- Site Funds (EIA) for intervention and Parent Workshops
- District TOSAs to support sites
ELD TOSA (Castlemont); ELA TOSA;
Equity TOSAs trained in Universal Design for Learning (UDL)
- PLC data analysis and collaboration will be focused on ELs
- Response to Instruction (RTI) Lynhaven and Castlemont: using essential standards to group students by mastery level to reteach or enrich. By student by standard.
- Thinking Maps (Capri, Castlemont): Tool for students to communicate reasoning
- AVID Strategies (Lynhaven): Use of Note Taking formats and Higher order levels of questioning
- Guided Reading (Capri): BAS and Running Record K-5



How will we monitor our progress?

- Regular data analysis by ILT (PLC process, designated and integrated ELD, RTI process, iReady, Reading intervention, BAS, etc)
 - Castlemont will have 4 release days scheduled around key assessments to analyze and respond
- Common Formative Assessments during collaboration meetings highlighting subgroups and next steps to respond to student learning needs
- Develop observational tools to monitor implementation of instructional strategies such as AVID and Thinking Maps
- Transitioning from California English Language Development Test (CELDT) to English Language Proficiency Assessments for California (ELPAC)

In California overall, nearly
1 in 4
students is an English learner



In CUSD overall, nearly
1 in 3
students is an English learner



Data Story #5

Monroe, Campbell and Rolling Hills

Students with disabilities receiving special education services under the Individuals with Disabilities Education Act (IDEA), make up about 13 percent of all public school students nationwide.



According to 2012-13 graduation rates, the graduation rates for students with disabilities is still 20 points behind the national average.





Our Driving Question

How will we ensure English language learners and students with disabilities achieve at appropriate levels?

What We Know

- RFEP ELs are performing near the same level or higher than their English only counterparts. {ELA SBA met/exceed: RFEP 69% all students 54%; Math SBA met/exceed: RFEP 49% all students 48%}
- ELs and SwD in middle school struggle in content area subjects academically and sometimes behaviorally.
- ELs and SwD often have restricted schedules and limited exploratory options.
- Although ELs and SwD students have made incremental growth, there is still a gap between these sub-groups and the whole school data at middle school sites.
 - EL gap (40%- 60% pt gap in ELA and Math; *annually changing group)
 - SwD gap (25% - 40% pt gap in ELA and Math)



What's Our Plan for EL?

- Collaborative teams identify and implement integrated ELD strategies
 - Teachers are provided with multiple tools to develop skills
 - Integrated ELD learning circles/series (mathematics, science, exploratory)
 - Targeted teams work with TOSAs
 - Teams analyze Common Formative Assessments to identify strengths of instruction and student needs and respond appropriately
- ELD curriculum is tied to a core content area
 - Collaboration with district TOSA, ELD teachers, and consultants on embedding ELD and reading intervention strategies to improve comprehension and successfully write constructed responses



What's Our Plan for SwD?

- Special Education teachers are part of a Gen. Ed collaborative team at the instructional/planning level
 - Students will have more access to core curriculum scaffolded at their instructional level
 - Gen. Ed teachers and Ed Specialist Co-Plan/Co-teach
 - Use of special ed specialists as PD resource providers for scaffolding and differentiation



How Will We Know That Students Are Learning?

- Admin will observe and provide feedback on effectiveness of integrated ELD and scaffolding strategies
- Admin/ILT will provide feedback and support on team collaborative team documents
- Empower students/parents with frequent data discussions