Lead Data - Quarter Two

Board of Education

December 14, 2017

Purpose of Presentation

Identify Quarter 2 (Q2) Lead Indicators and review purpose

Connect Lead Indicators with LCAP Goal and State Indicators

Report status of Lead Indicators

Seek feedback for future lead data reports

Q2 Lead Indicators

- FASTbridge earlyReading (K-1) and aReading (2-5) literacy screener
- Progress Reports - D/F in Math (6-12)
- Fall Interim Assessments (participation only)
- Absenteeism
- Suspensions

Connecting Lead Indicators to State Dashboard Indicators

Lead Indicators

- District-selected measures

- Formative data about student learning and engagement

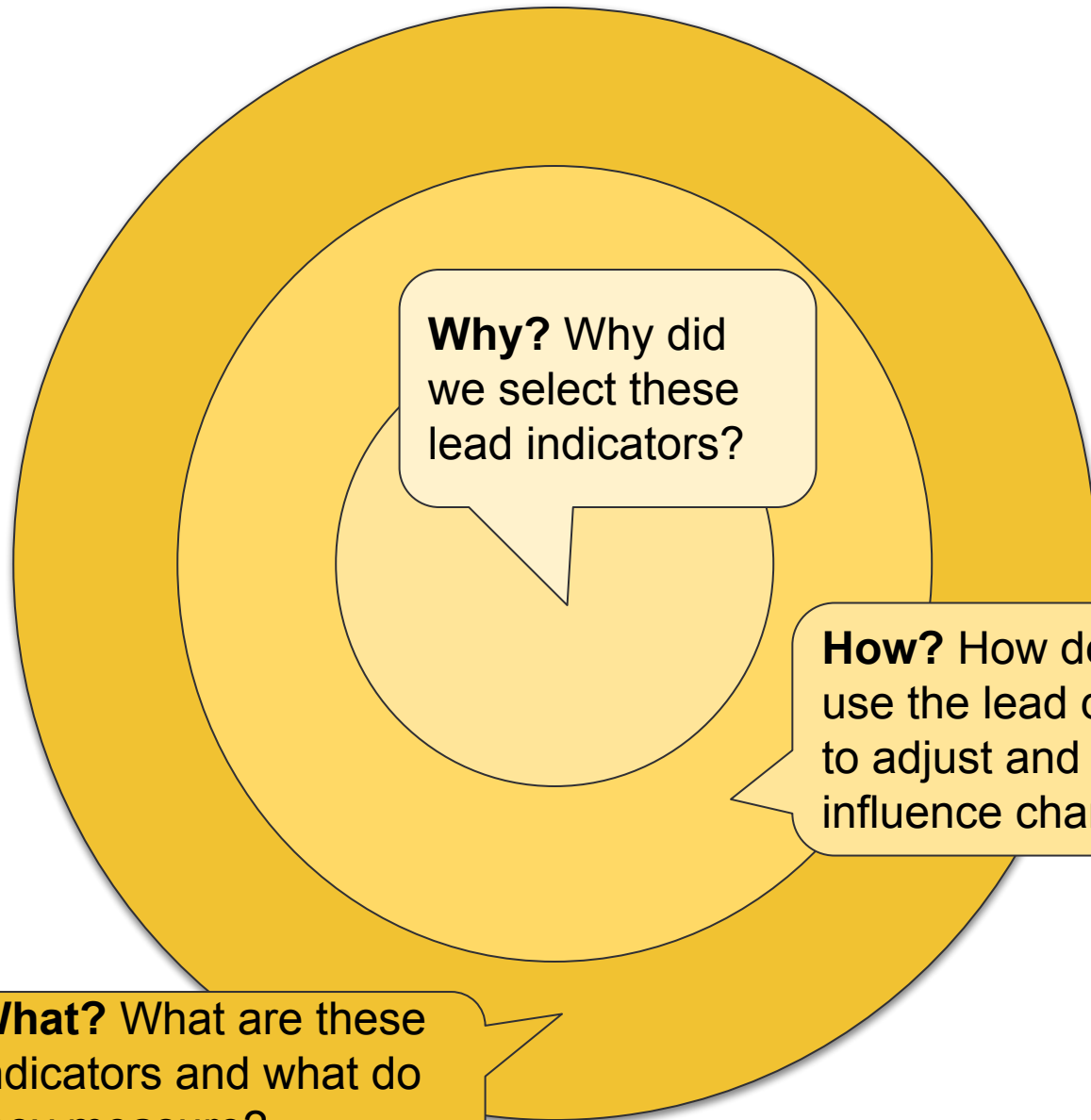- Inform adjustments during the year

- Influence change

State Indicators

- State-determined measures

- Summative data about student achievement and engagement

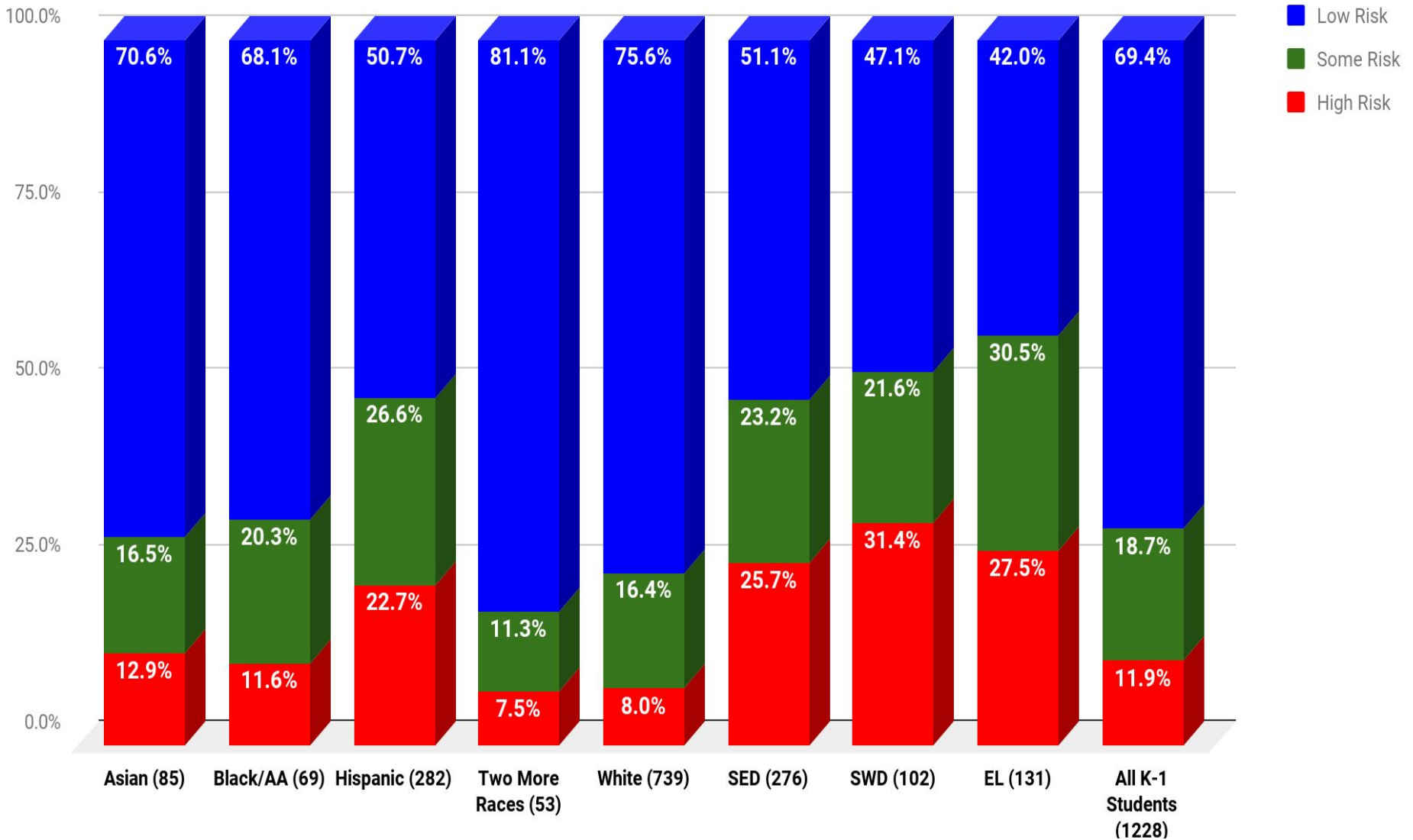- Provide after-the-fact information for planning

- Influence change

FASTbridge earlyReading (K-1)

FASTbridge aReading

2017-18 Fall FastBridge
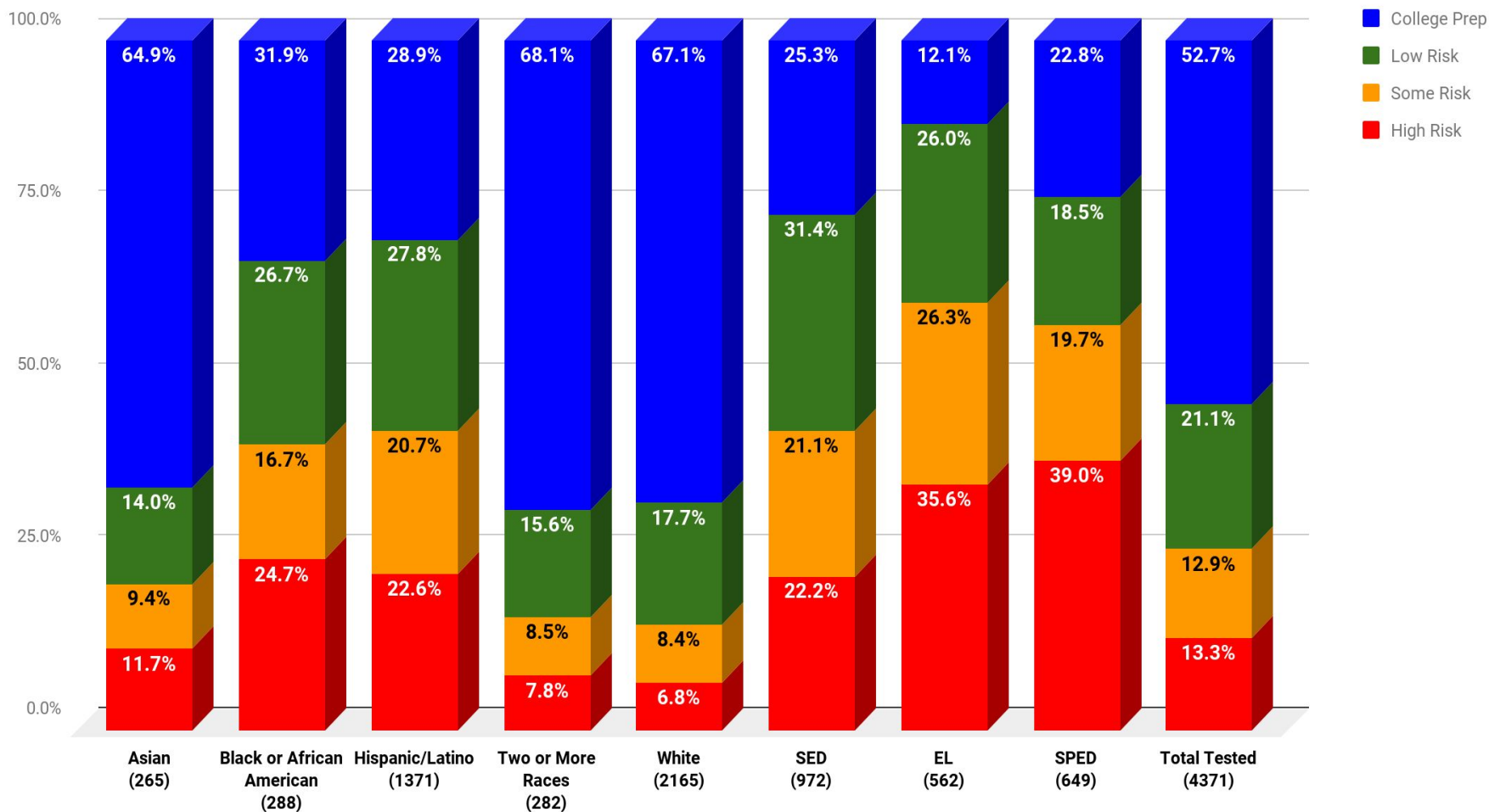
Middle School Math GP2 D/F

2017-18 GP2 Middle School Math Grade

Legend:
- %C- or Better in Math (blue)
- % D-F in Math (red)

Category	%C- or Better in Math	% D-F in Math
Asian (130)	83.8%	16.2%
Black or African American (154)	66.9%	33.1%
Hispanic/Latino (773)	68.3%	31.7%
Two or More Races (187)	84.5%	15.5%
White (1232)	85.1%	14.9%
SED (534)	67.0%	33.0%
EL (206)	53.4%	46.6%
SPED (276)	76.1%	23.9%
Total Students (2476)	78.6%	21.4%

SMMUSD
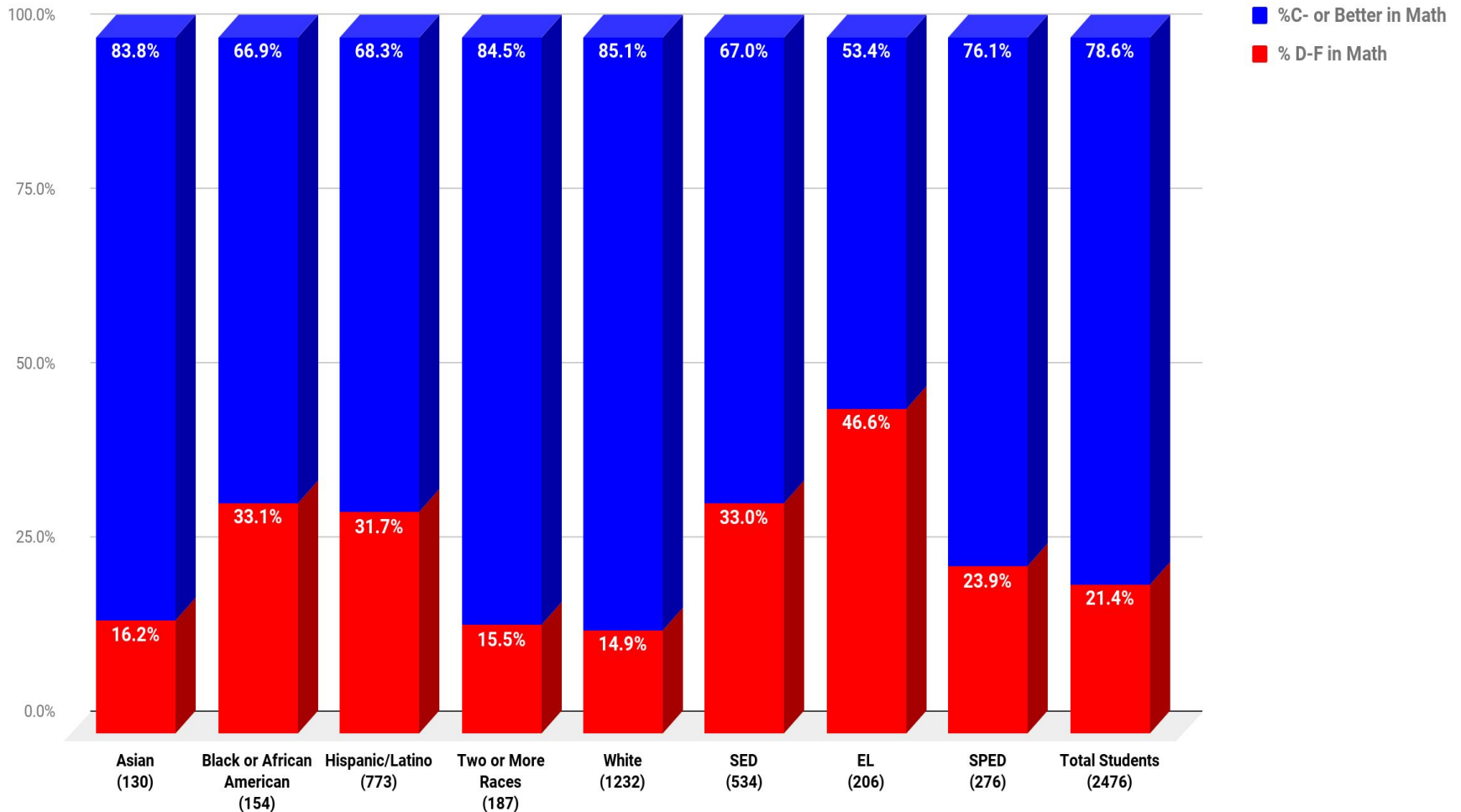
High School Math GP2 D/F

2017-18 GP2 High School Math Grade

Legend: ■ %C- or Better in Math ■ % D-F in Math

	% C- or Better	% D-F
Asian (245)	85.7%	14.3%
Black or African American (249)	67.5%	32.5%
Hispanic/Latino (1122)	68.6%	31.4%
Two or More Races (289)	79.6%	20.4%
White (1607)	84.3%	15.7%
SED (691)	67.6%	32.4%
EL (151)	63.6%	36.4%
SPED (340)	71.8%	28.2%
Total Students (3512)	77.8%	22.2%

SMMUSD
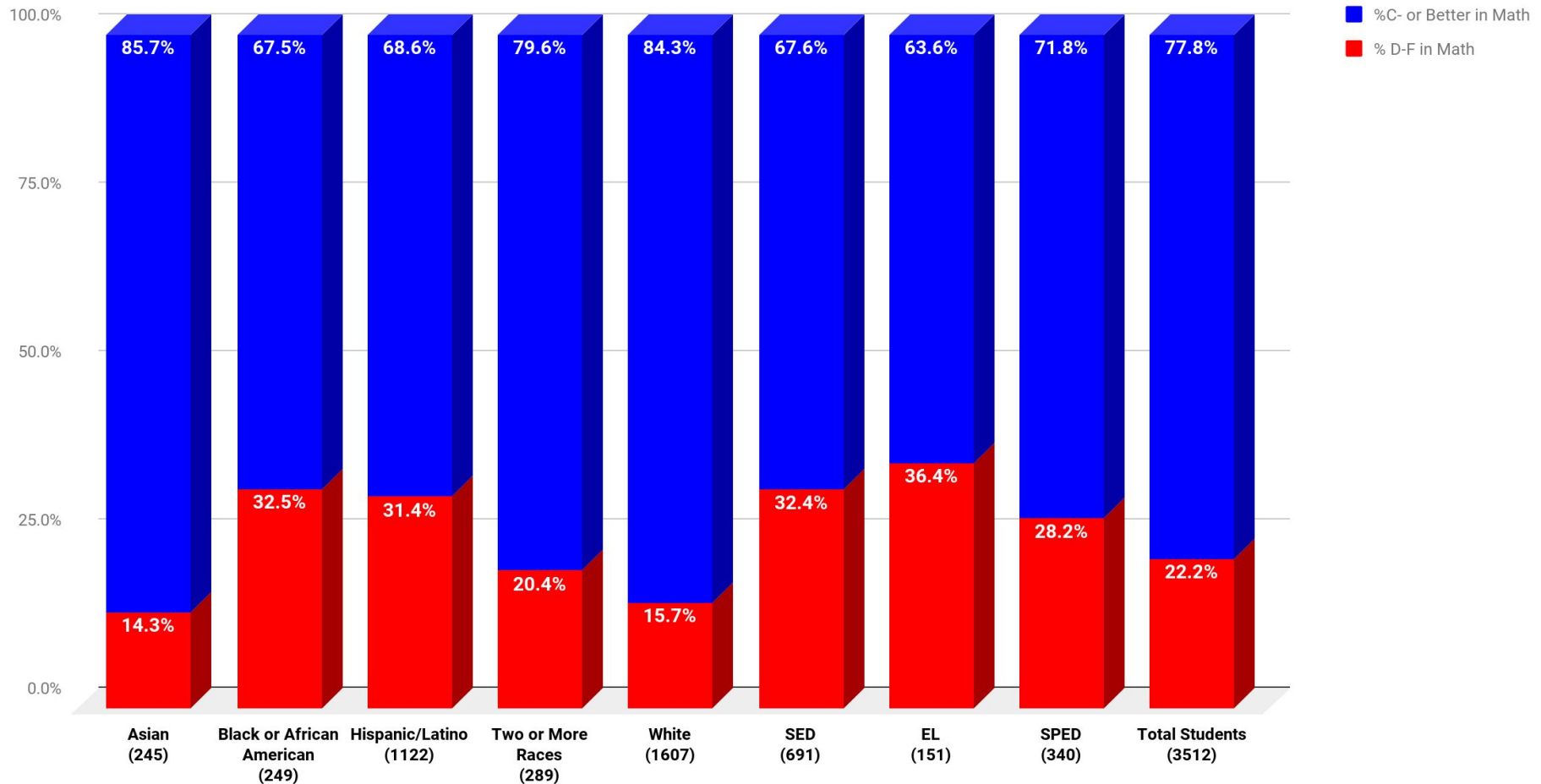
Interim Assessment District Wide Participation

Subject/Enrollment	Completed Assessment	Completion %
ELA* (6327)	5623	88.9%
Math (8266)	7008	84.8%

*High School English did not test during the fall.

Elementary Participation

Grade Level/Enrollment	ELA	Math - Including Spanish
Kindergarten (**718**)	*	-
First (**724**)	586 / 81%	630 / 87%
Second (**765**)	606 / 79%	698 / 91%
Third (**710**)	601 / 85%	609 / 86%
Fourth (**839**)	735 / 88%	784 / 93%
Fifth (**873**)	793 / 91%	701 / 80%

Secondary Participation

ELA/Humanities	
Course/Enrollment	**Participants**
ELA 6 (828)	**794 / 96%**
ELA 7 (775)	**725 / 94%**
ELA 8 (813)	**783 / 96%**
Math	
Course/Enrollment	**Participants**
Core 6 (686)	**613 / 89%**
Core 7 (457)	**387 / 85%**
Core 7-8 (376)	**268 / 71%**
Core 8 (452)	**405 / 90%**
Algebra (MS 382/HS 528)	**709 / 80%**
Geometry (74/673)	**629 / 84%**
Algebra II (727)	**575 / 79%**

Annual Absence Rate (3-year)
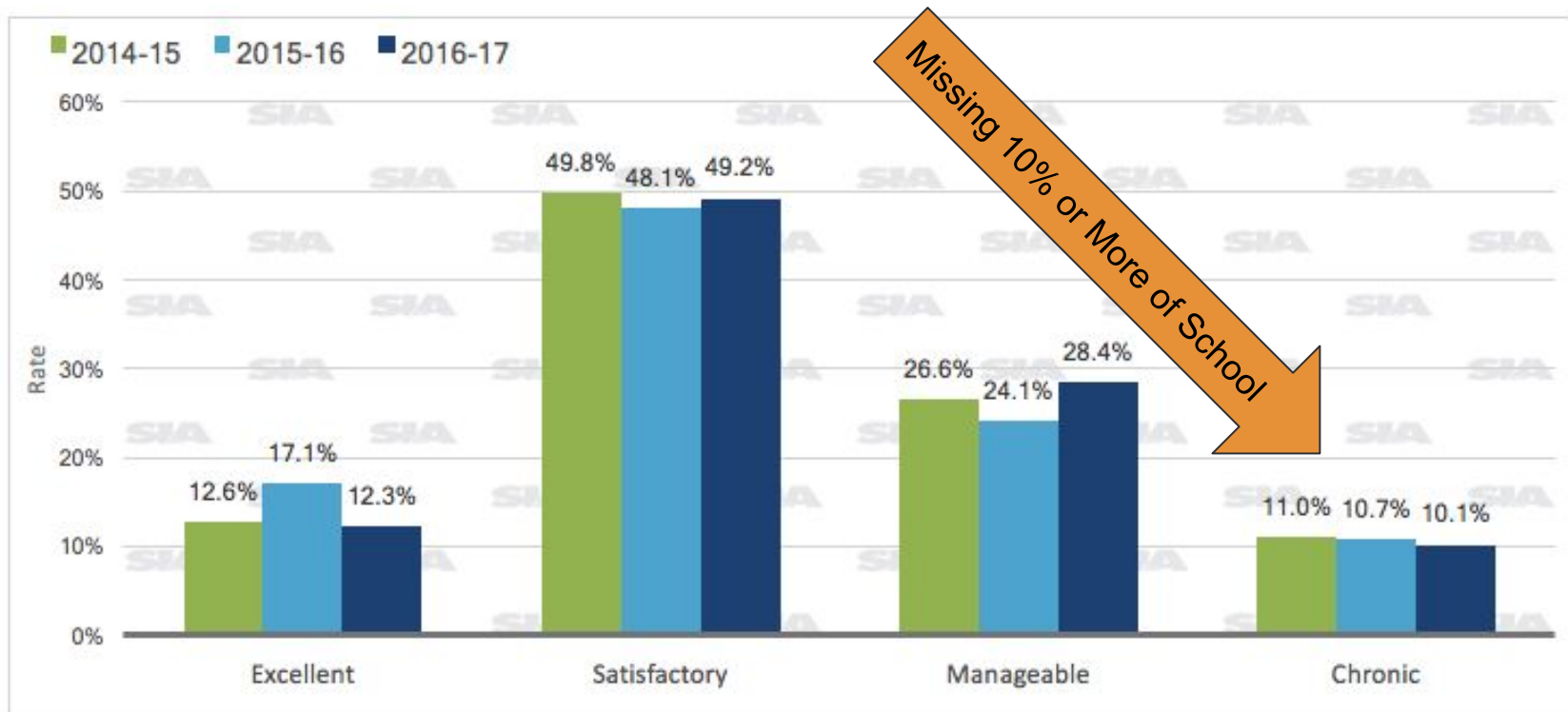
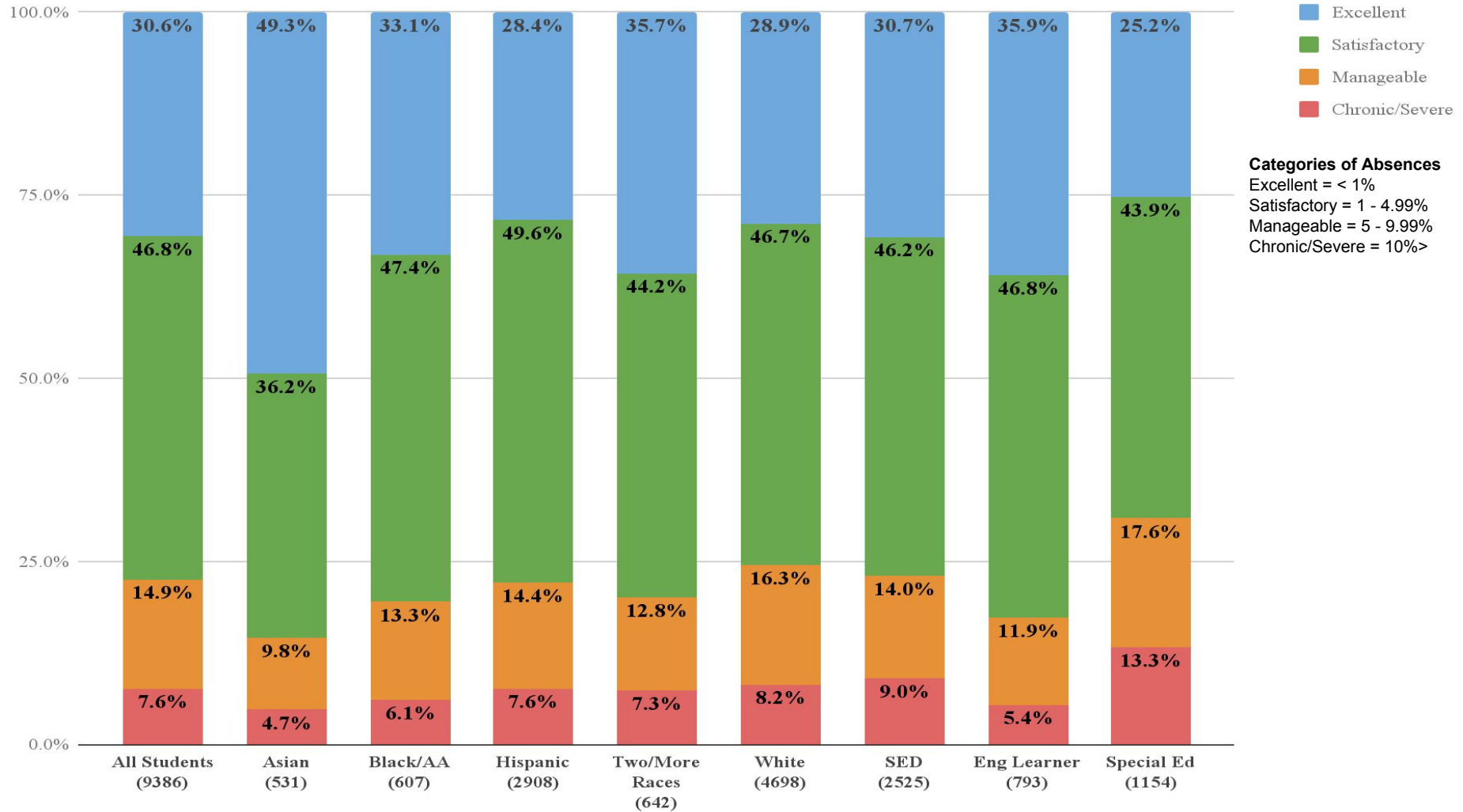- The goal is to **increase** the number of students in the **Excellent** and **Satisfactory** categories and **decrease** the number of students in the **Manageable** and **Chronic** categories.
- We are **seeing improvement over last year** in the Satisfactory, and Chronic categories.
- There are **things we can do to continue** improving these results so we don't plateau.

Data as of 6/9/2017

Q2 Absence Rate

Percentage by Category

Legend:
- Excellent
- Satisfactory
- Manageable
- Chronic/Severe

Categories of Absences
Excellent = < 1%
Satisfactory = 1 - 4.99%
Manageable = 5 - 9.99%
Chronic/Severe = 10%>

Category	Excellent	Satisfactory	Manageable	Chronic/Severe
All Students (9386)	30.6%	46.8%	14.9%	7.6%
Asian (531)	49.3%	36.2%	9.8%	4.7%
Black/AA (607)	33.1%	47.4%	13.3%	6.1%
Hispanic (2908)	28.4%	49.6%	14.4%	7.6%
Two/More Races (642)	35.7%	44.2%	12.8%	7.3%
White (4698)	28.9%	46.7%	16.3%	8.2%
SED (2525)	30.7%	46.2%	14.0%	9.0%
Eng Learner (793)	35.9%	46.8%	11.9%	5.4%
Special Ed (1154)	25.2%	43.9%	17.6%	13.3%

Q2 Suspension Data

	All Students	Asian	Black/AA	Hispanic	Two/ More Races	White	SED	EL	SpEd
Q2 Suspensions (Unduplicated)	186	5	20	77	14	66	72	10	56
Overall Enrollment	10634	634	701	3135	664	5345	2729	916	1191
Suspension Rate	1.7%	0.8%	2.9%	2.5%	2.1%	1.2%	2.6%	1.1%	4.7%

Initial considerations

Areas of strength

- Effective response to intervention in K-5 to address literacy

- Teachers/SLTs tackling grading practices

- Reduced absenteeism to date

Areas for growth

- Embedding support for English Learners in curriculum guides

- Increased ownership of teachers in interim assessments

- Addressing forces driving suspensions

Questions