Board Study Session: District Data Update

Instructional Services

Our Strategic Focus

1. How will we meet the needs of our Hispanic Students?
2. How will we ensure that every child is a reader by 3rd grade?
3. How will we meet the needs of our 4th and 5th grade students in math?
4. How will we ensure students performing at high levels consistently deepen and extend their learning?
5. How will we support our English language learners before they become long term ELs?
6. How will we ensure English language learners and students with disabilities achieve at appropriate levels?

Every Child a Reader Data

- Kinder Winter BAS Phonological Awareness
  - 83% (550 students) Mastered assessment, 17% (116 students) Did not
  - Demographics of the 116 students who did not meet the standard
    - 21 are SWD (18%)
    - 62 are EL (71.5%)
    - 82 are SED (75%)
    - 68 are Hispanic (59%)
    - 44 are Hispanic and EL (38%)
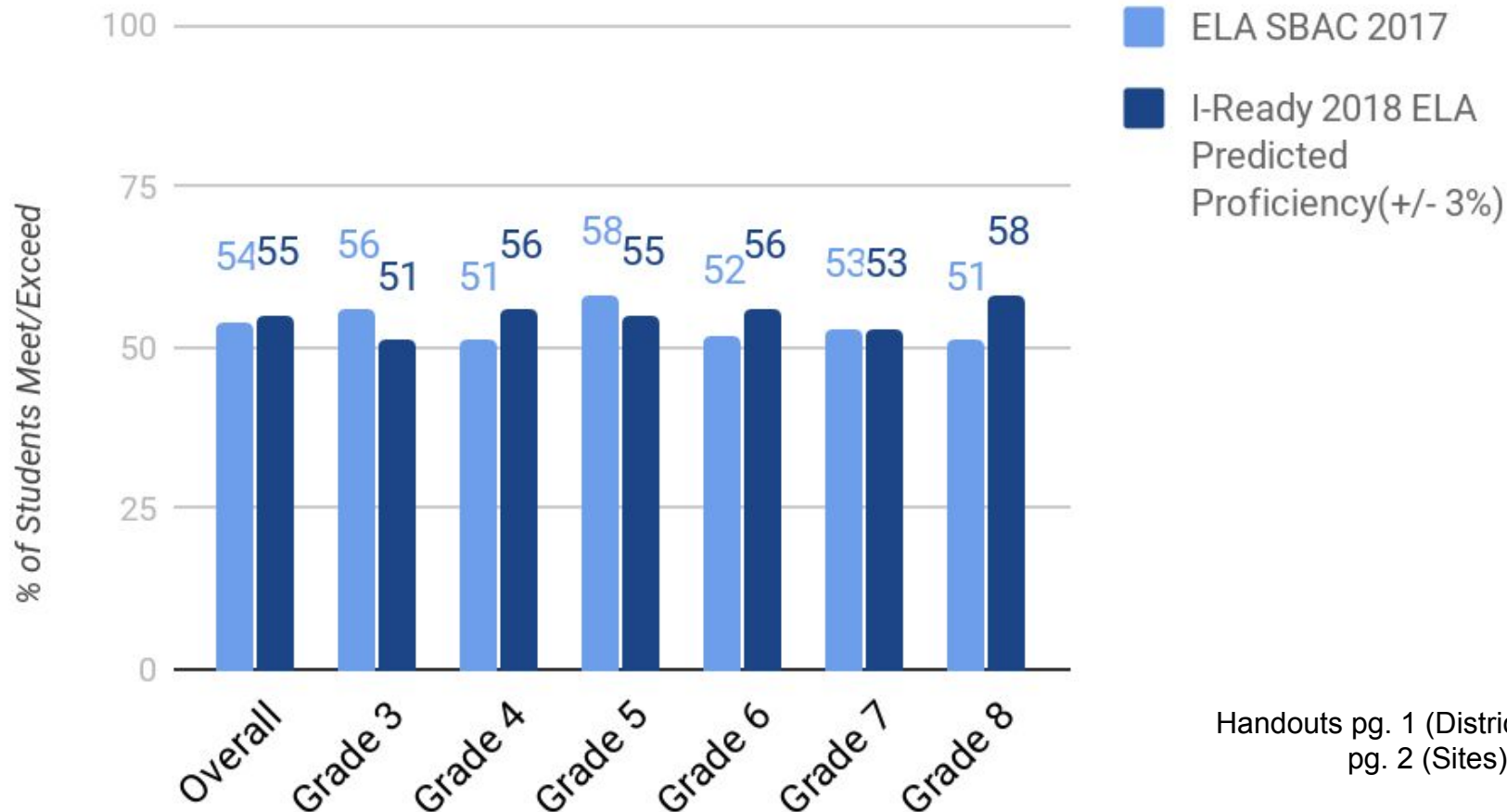   - 69 are male students (59%)

- 1st Grade Winter BAS Phonological Awareness *192 (for students as needed)
  - 93% (178 students) Mastered assessment, 7% (14 students) Did not
  - Demographics of the 14 students who did not meet the standard
    - 7 are SWD (50%)
    - 10 are EL (71%)
    - 9 are SED (64%)
    - 10 are Hispanic (71%)
    - 8 are Hispanic and EL (57%)
    - 10 are male students (71%)

Every Child a Reader: 2nd Grade Closing the Gap
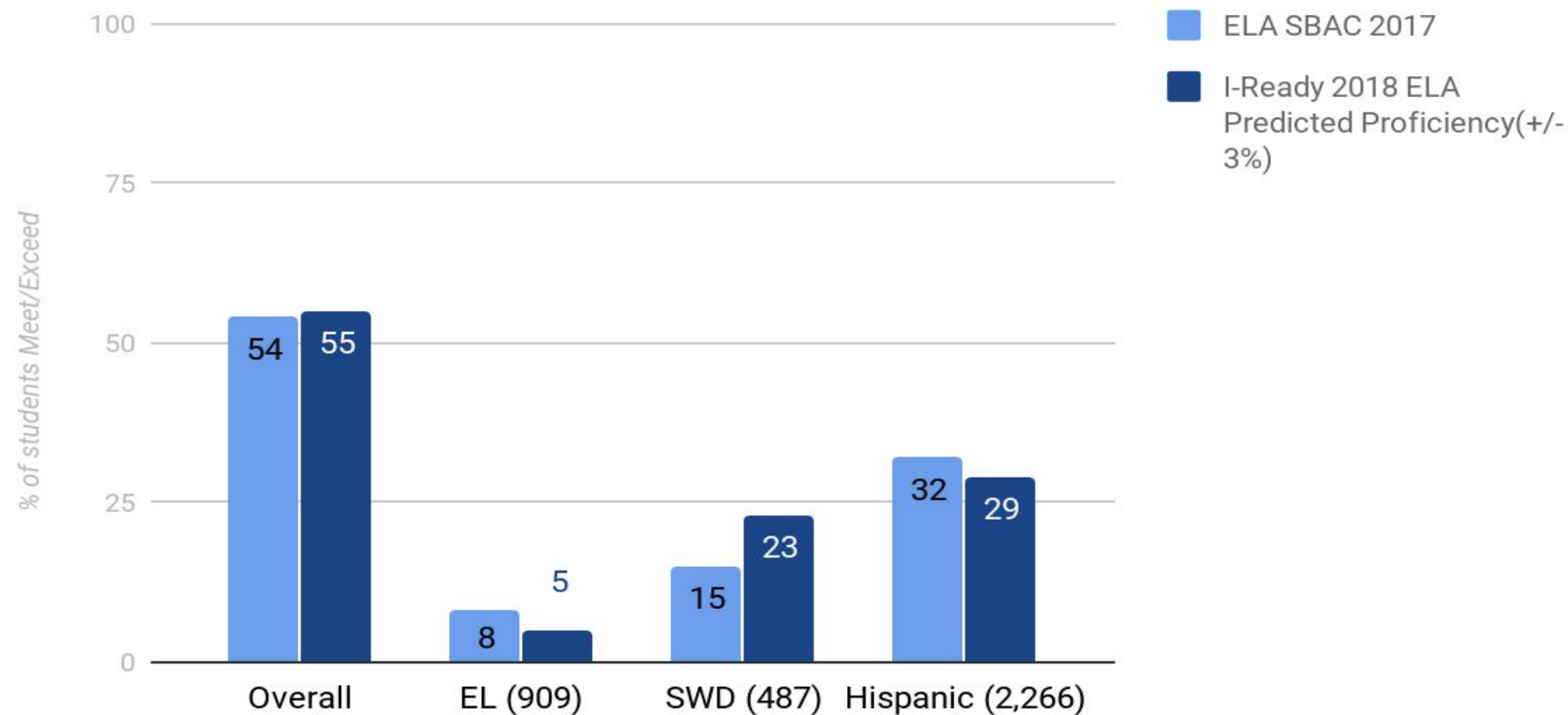## I-Ready ELA Profile 1 (Below Level in Phonics and Limited Vocabulary Students)

# N	Site	Fall P1: Below Level Phonics & Limited Vocabulary (#N)	Spring P1 (#N)	# of Students w/ Phonics Growth Change	Fall % of P1 2nd Graders	Spring % of P1 2nd Graders	% pt Change
78	BLK (78)	58	41	17	74.4	52.6	21.8
116	CAP (116)	67	32	35	57.8	27.6	30.2
107	CAS (107)	58	26	32	54.2	24.3	29.9
109	FOR (109)	34	14	20	31.2	12.8	18.3
96	LYN (96)	72	46	26	75.0	47.9	27.1
86	ML (86)	23	5	18	26.7	5.8	20.9
81	ROS (81)	60	46	14	74.1	56.8	17.3
78	SOAKS (78)	51	40	11	65.4	51.3	14.1
47	VIL (47)	19	5	14	40.4	10.6	29.8
798	DW 2nd (798)	442	255	187	55.4	32.0	23.4

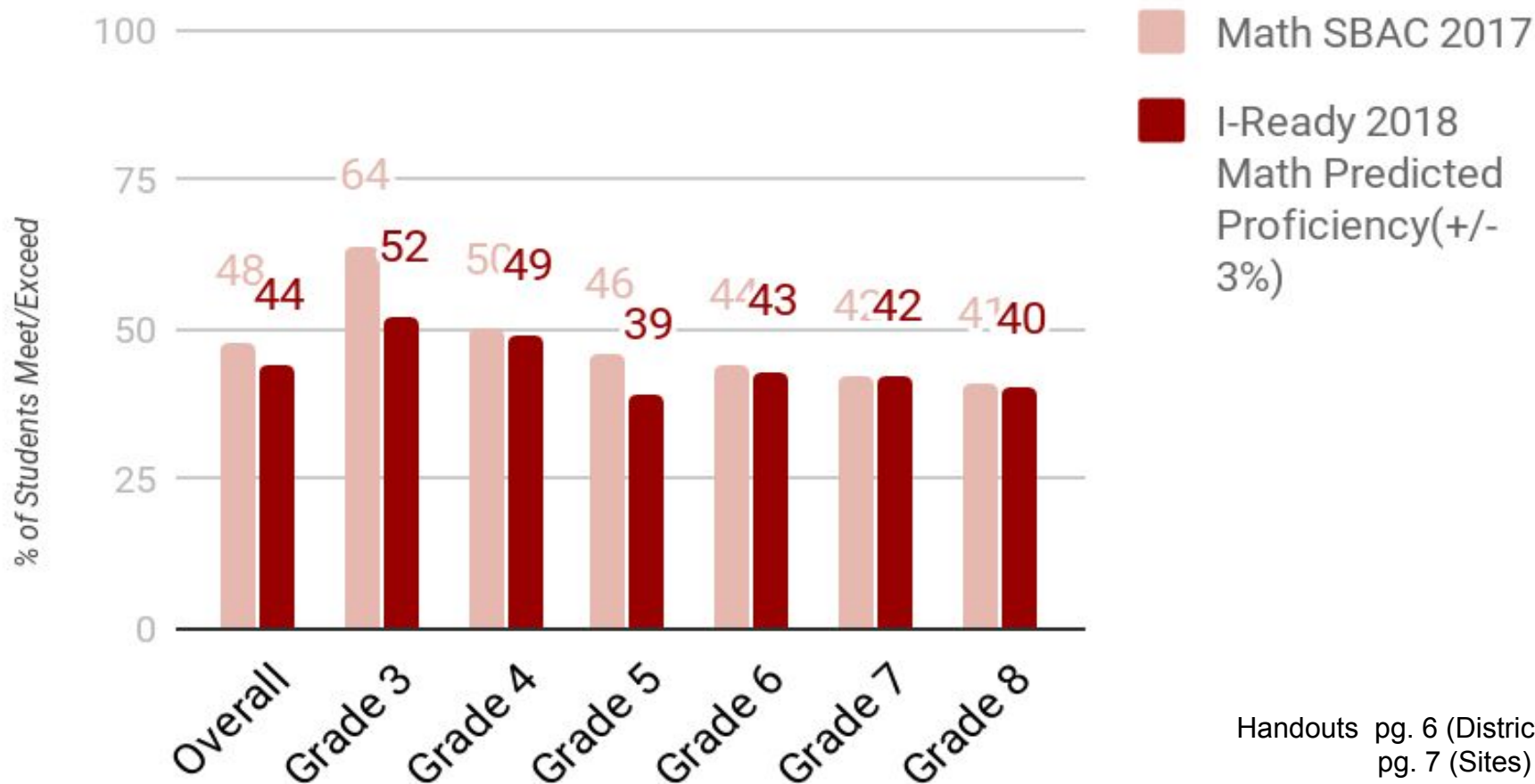# 2017 ELA SBA vs. 2018 I-Ready ELA Predicted Proficiency
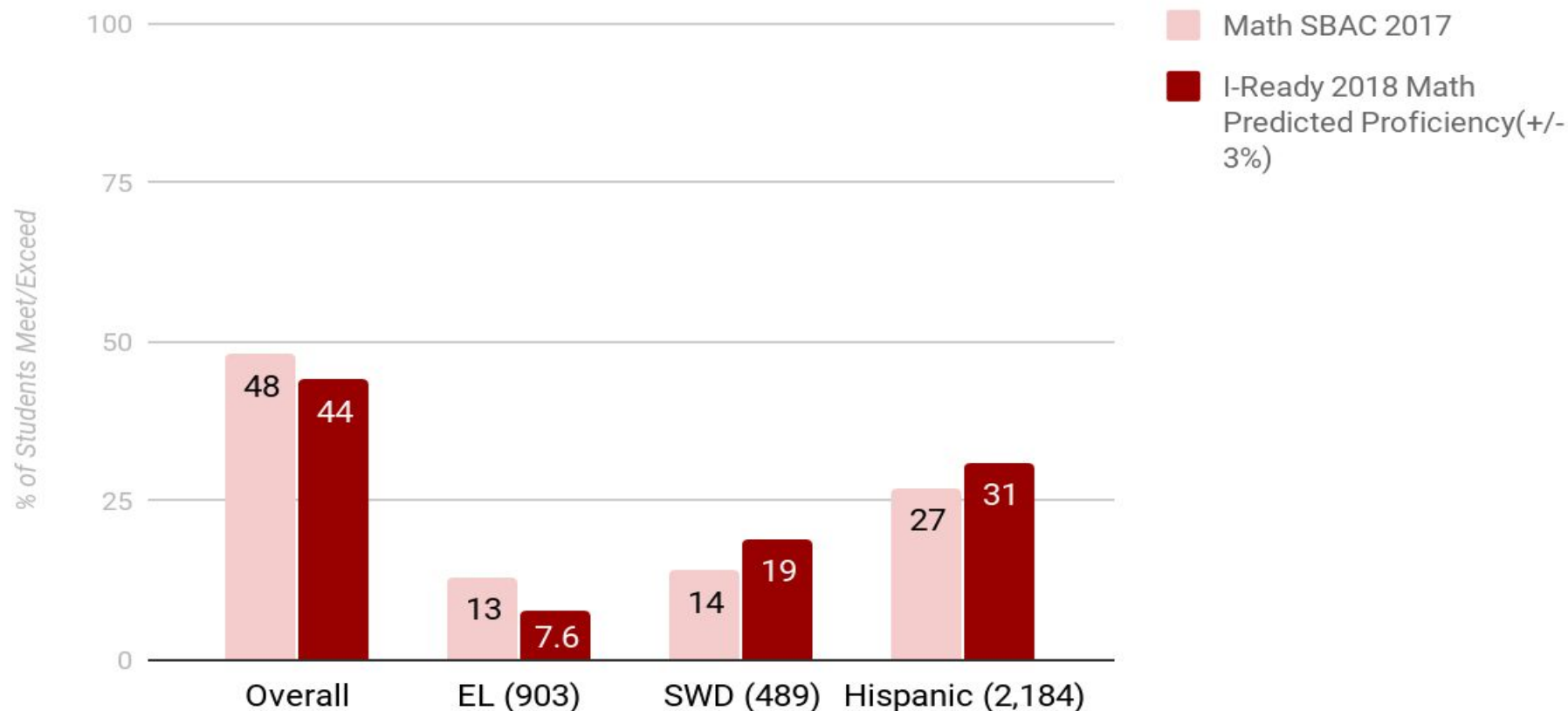

Handouts pg. 1 (District)
pg. 2 (Sites)

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2017 ELA SBA vs. 2018 I-Ready ELA Predicted Proficiency (Sub Groups)

2017 Math SBA vs. 2018 I-Ready Math Predicted Proficiency

Handouts pg. 6 (District)
pg. 7 (Sites)

2017 Math SBA vs. 2018 I-Ready Math Predicted Proficiency (Sub Groups)

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Percentage of Students on Track to meet 100% Growth Target

During 2017-2018 School Year (Fall to Spring Diagnostic)

- 53% of the 5,200 I-Ready participants achieved the growth target in ELA/Reading (2nd-8th)
- 51% of the 5,402 I-Ready participants achieved the growth target in Math (2nd-8th; 1st Winter - Spring)

During 2016-2017 School Year (Fall to Spring Diagnostic)

- 47% of the I-Ready participants achieved the growth target in ELA/Reading (2nd-8th)
- 44% of the I-Ready participants achieved the growth target in Math (2nd-8th; 1st Winter - Spring)

-- 6 percentage pt. change in ELA/Reading is equivalent to appx 312 more students meeting their growth target compared to last year in ELA/Reading.
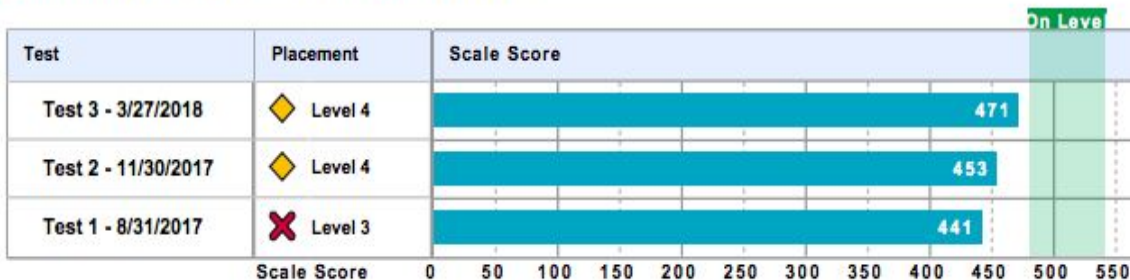
--7 percentage pt. change in Math is equivalent to appx 370 more students meeting their growth target compared to last year in Math.
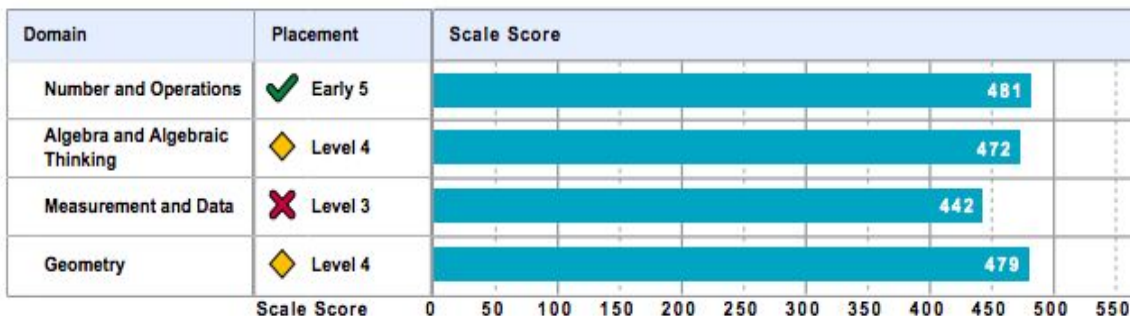
In order to close the achievement gap, our English Learners and other subgroups must make more than one year's growth.

Focus Grade Levels/ Meeting 120% Target:

Grade	ELA	Math
4th ELA (157) Math (152)	49% (77)	32% (49)
5th ELEM ELA (164) Math (164)	52% (86)	40% (65)
5th MS ELA (14) Math (14)	50% (7)	14.3% (2)
8th ELA (81) Math (79)	41% (33)	43% (34)

Percentage of EL Students on Track to meet 120% Growth Target

Overall Performance

✓ On or Above Level ◆ < 1 Level Below ✗ > 1 Level Below

On Level

Test	Placement	Scale Score
Test 3 - 3/27/2018	◆ Level 4	471
Test 2 - 11/30/2017	◆ Level 4	453
Test 1 - 8/31/2017	✗ Level 3	441

Scale Score   0 50 100 150 200 250 300 350 400 450 500 550

Detail for Test 3 - 3/27/18

Domain	Placement	Scale Score
Number and Operations	✓ Early 5	481
Algebra and Algebraic Thinking	◆ Level 4	472
Measurement and Data	✗ Level 3	442
Geometry	◆ Level 4	479

Scale Score   0 50 100 150 200 250 300 350 400 450 500 550

Handout pg. 13 (Site ex.)

Next Steps to Support Mathematics Instruction

- Create a learning team to determine where the new elementary math curriculum needs to be supplemented
- Provide regular data with an equitable eye series for middle school math teachers
- Provide Universal Design for Learning (UDL) training to support struggling learners: Emphasis on middle school math teachers
- Investigate and implement math interventions
- Hire a math consultant for middle school for coaching and training: emphasis on integrated ELD
- Hired a part time second English Learner TOSA: Focus on Math

Handouts   pg. 11, 12

Next Steps to Support ELD Instruction

- Considering alignment of designated English language development to math in upper elementary classes
- Ensure that teachers assigned to teach ELD are experienced teachers with appropriate training
- Before or after school support for English Learners at some sites
- PLC Focus on ELs
- Focused walkthroughs during content areas and Designated ELD time
- Interview and/or shadow English Learners to see how they learn best identify staff members to provide academic mentorship

Next Steps for Differentiated Supports

- Pilot *Dibels Next Reading* assessment in K-2 to potentially replace current assessment
- Continue focus on bringing in professionals and providing teachers with research aligned to "every child a reader" initiative
- Guiding Coalition work at BLK and targeted school initiatives at other sites
- Create a task force to look at student engagement (particularly EL/SpEd students) in middle school
- Hire a dual language consultant for Sherman Oaks
- Focus Equitable Eye data series on district data stories after each benchmark window
- Ongoing professional development aligned to instructional vision