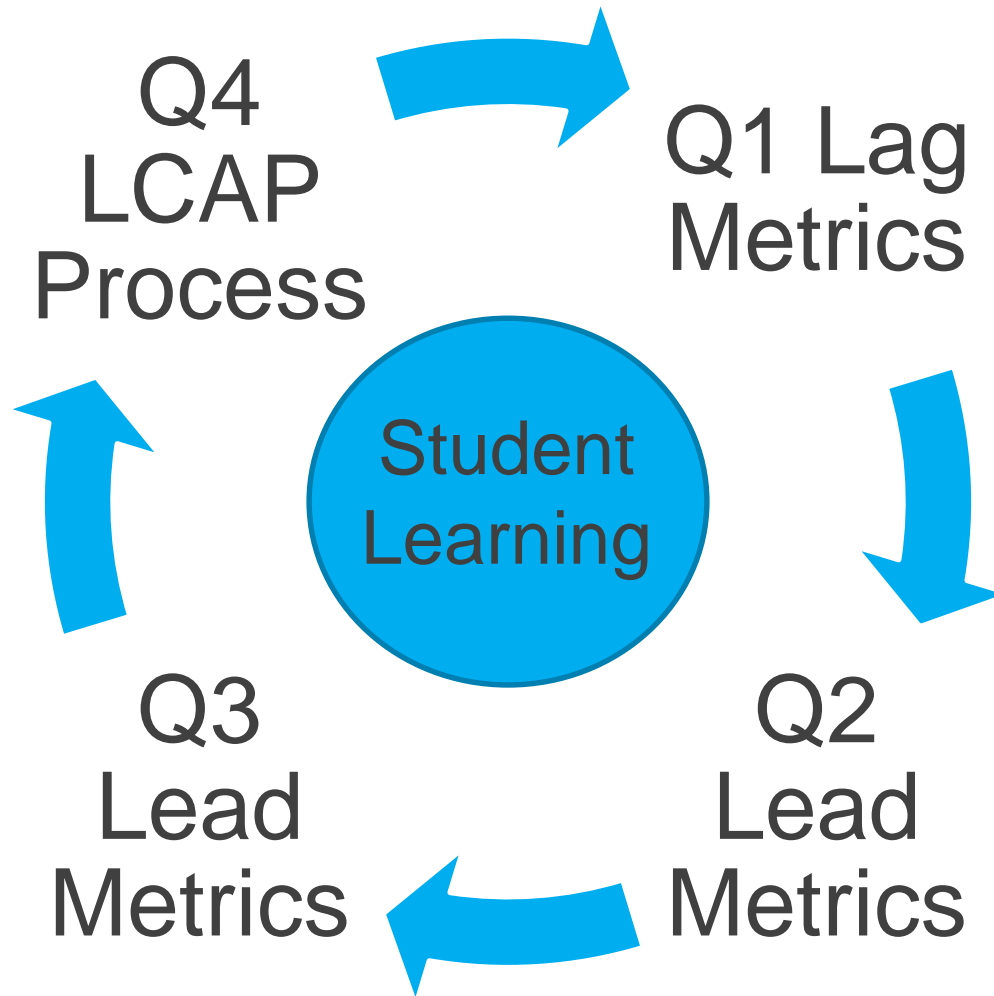


Quarter One: Student Achievement Lag Data Review

Board of Education Meeting
October 4, 2018

SMMUSD Cycle of Inquiry



Goal 1-3: Lag Metrics



Lag Metrics

Goal One

- Cohort graduation rate
- Graduates meeting UC/CSU a-g requirements
- AP course enrollment
- Graduates passing one or more AP exams (3+)
- Graduates meeting SAT College and Career Readiness (CCR) benchmarks
- PSAT participants meeting College and Career Readiness (CCR) benchmarks

Goal 2

- Annual reclassification of English Learners
- Annual progress in English acquisition on ELPAC assessment

Goal 3

- Dropout rate
- Student engagement survey
- Suspension and expulsions
- Student attendance



Q1: Initial Findings

Areas of Success

- AP Participation rates improving and becoming representative of overall demographics
- Average AP pass rates higher than state and global scores, while on-par or better than previous years despite greater inclusion
- Maintaining focus on reclassification of EL students
- Drop our cohort rates have decreased overall

Areas of Need

- Graduates completing a-g requirements on the decline
- AP participation and pass rates for SED, Hispanic, and/or AA student groups while improving lag behind other student groups
- Students report not being cognitively engaged as they progress through higher grade level



Q1: Promising Staff Practices

- Implementation of Naviance and continued professional learning opportunities for counselors and advisors to provide targeted support to students in order to develop career and college plan
- Emphasis on culturally relevant content and instruction
- Targeted outreach to families to provide wrap around services and address barriers impacting student engagement
- Implementation of Restorative Justice strategies and/or Responsive Classroom practices



Q1: Considerations for Next Steps

- Increase focus on ensuring access to core curriculum for English Learners and SED
- Review classroom design and management systems to ensure that students remain engaged
- Additional professional development for teachers to deepen understanding and implementation of Restorative Justice practices
- Develop a framework that articulates a clear vision that identifies needed supports and actionable steps to implement Project-Based Learning program models and strengthen our CTE Pathways

Thank you



Goal 1 Lag Metrics

Appendix A



Demographic Distribution of SMMUSD 2017-18

Group	District	Count
American Indian or Alaska Native	0.2%	23
Asian	6.0%	645
Black or African American	6.6%	710
Filipino	0.6%	69
Hispanic	29.4%	3177
Native Hawaiian or Other Pacific Islander	0.2%	19
Two or More Races	6.2%	665
White	50.4%	5446
SED	25.1%	2713
Students with Disabilities	11.9%	1287
English Learners	8.7%	939

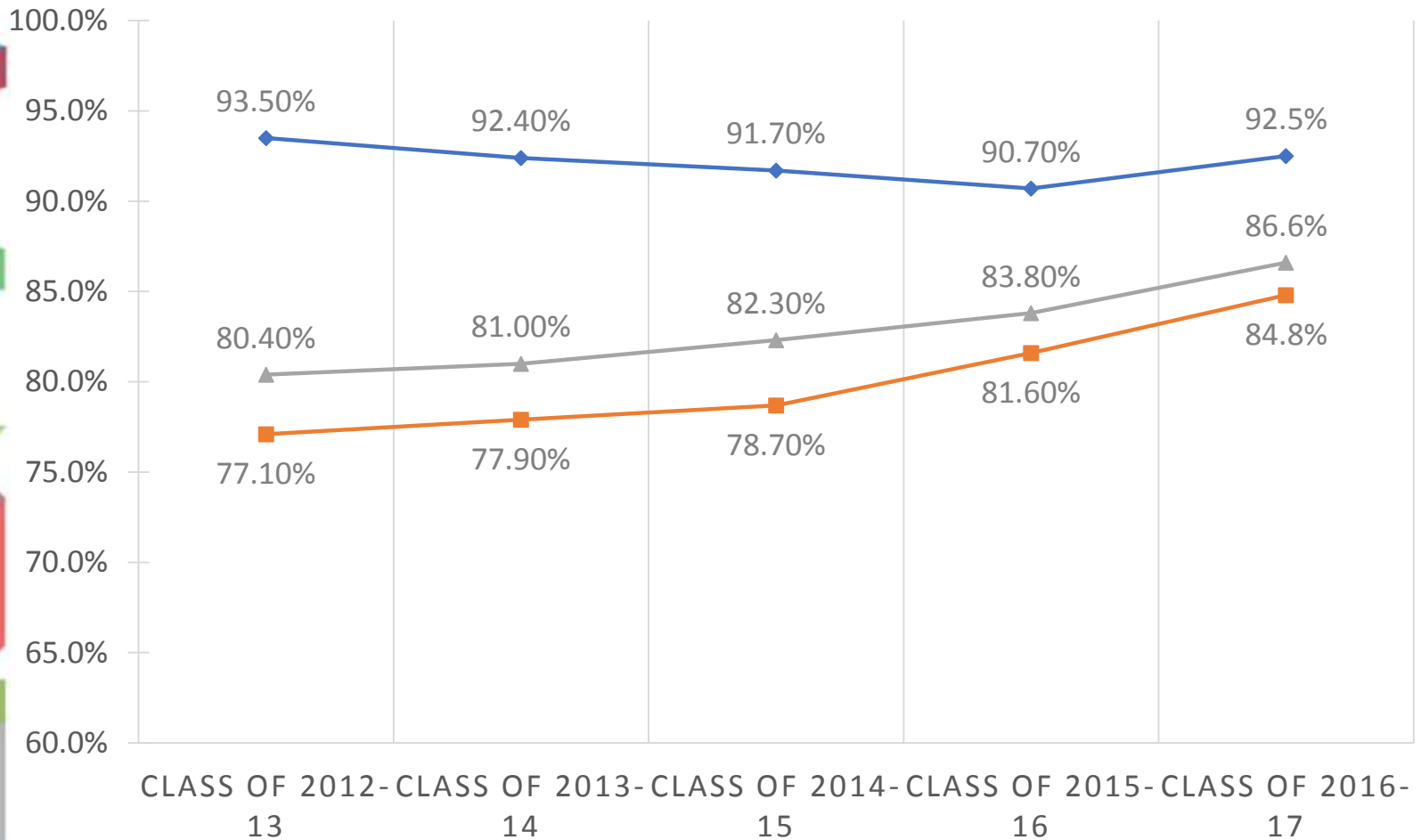
Total Students in District = 10,806

Total Students in Grade 12 = 919

Cohort Graduation Rate Five Years (2012-2017)

COHORT GRADUATION RATE

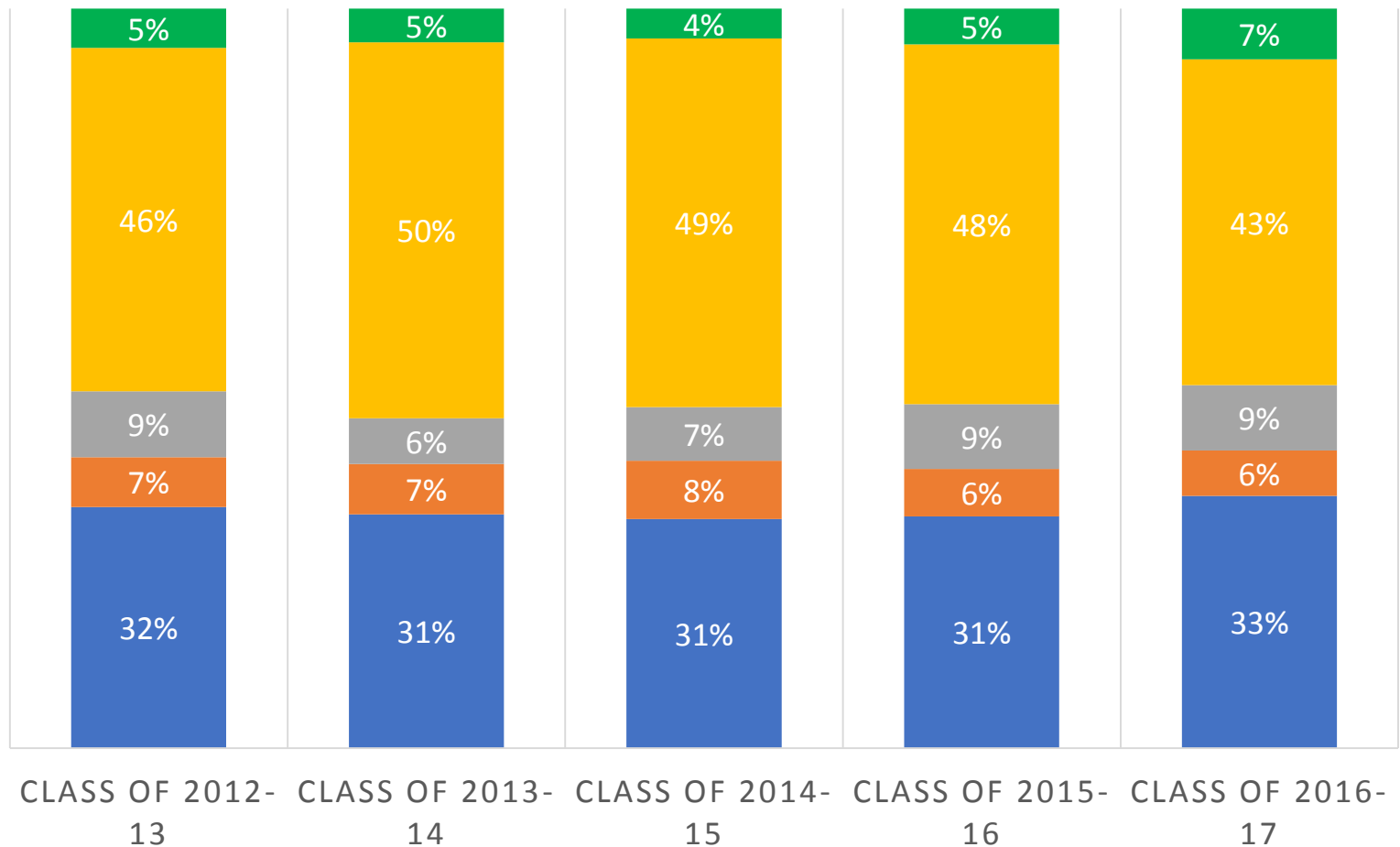
◆ District ■ LA County ▲ State



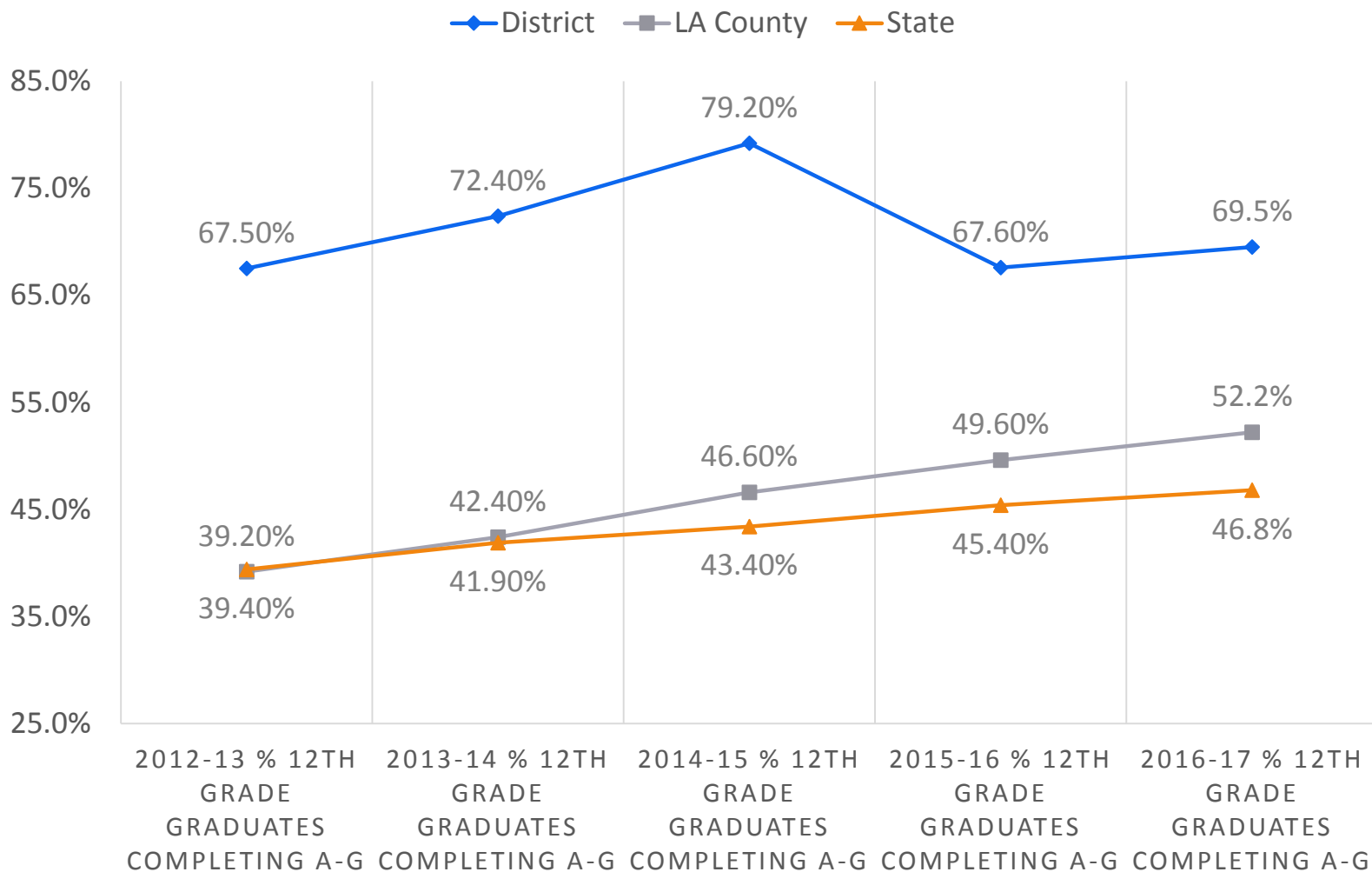
Cohort Graduation by Race/Ethnicity Five Years (2012-2017)

COHORT GRADUATION RATE BY RACE/ETHNICITY

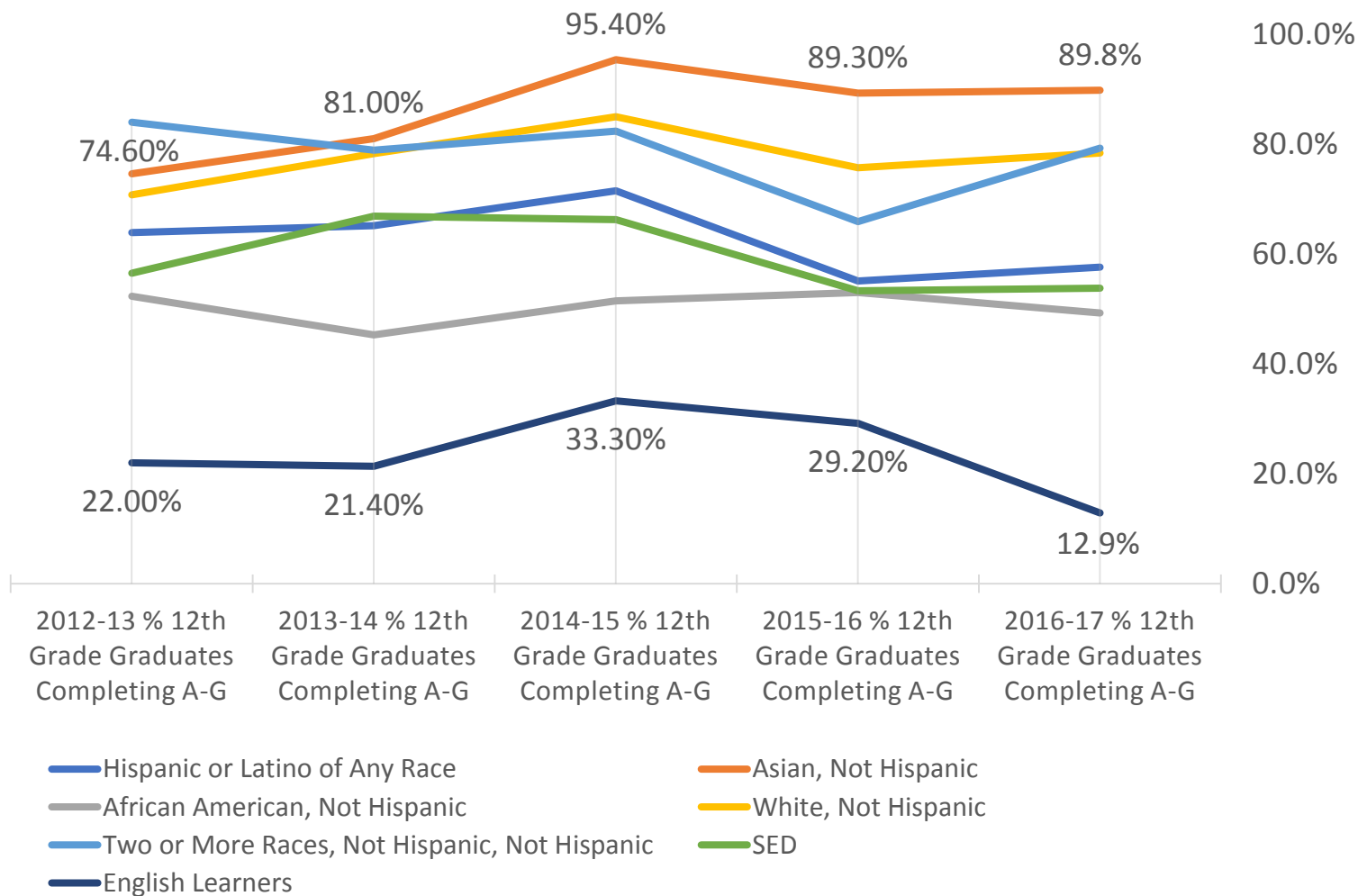
■ Hispanic or Latino ■ Asian ■ African American ■ White ■ Two or More Races



Graduates Completing UC/CSU a-g Requirements Five Years (2012-2017)



Graduates Completing UC/CSU a-g Requirements by Race Five Years (2012-2017)





Access to AP Courses Senior Exit Survey Results

How *satisfied or dissatisfied* were you with the following...

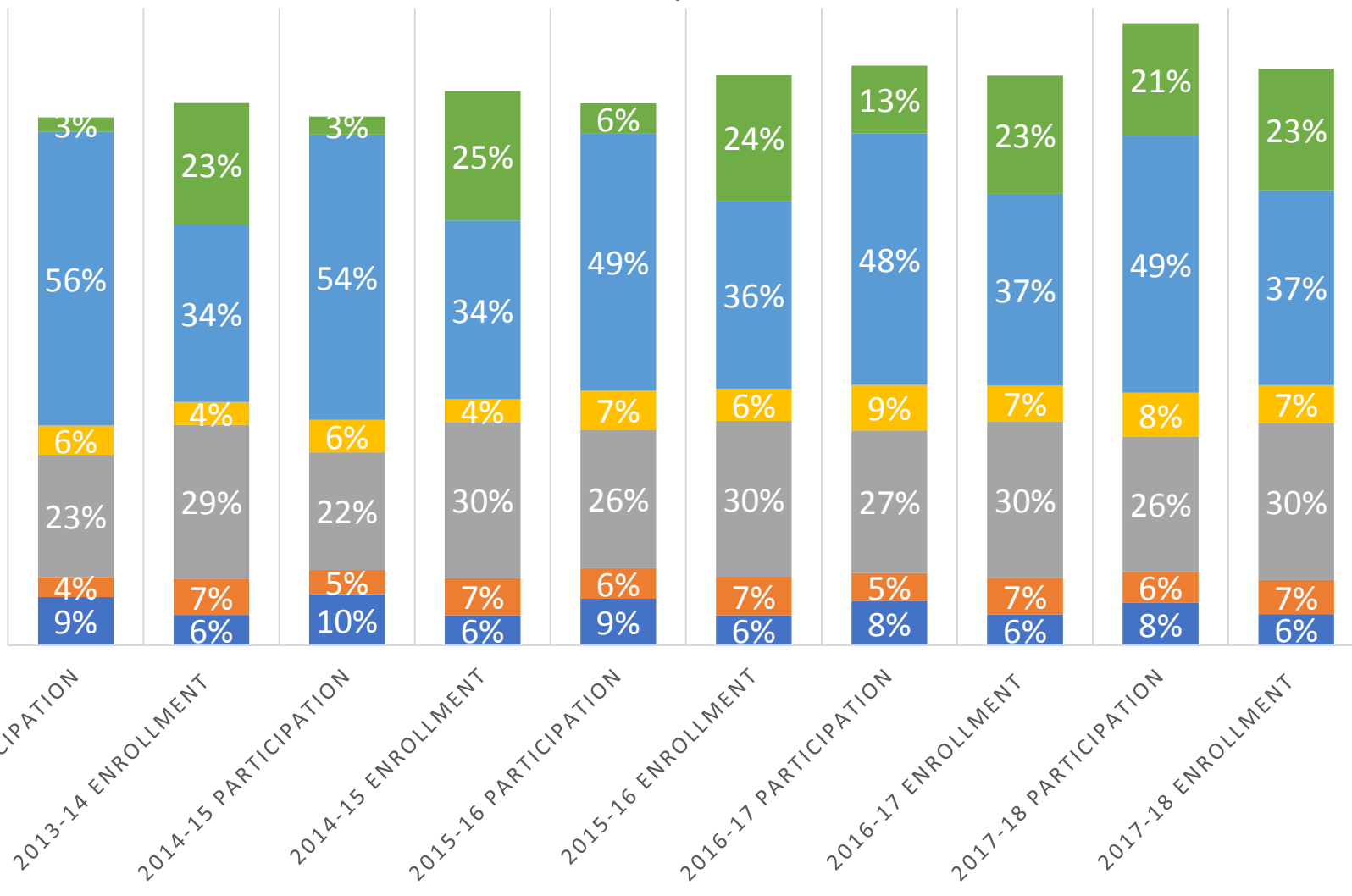
	2018	2017	2016
Variety of AP courses	90%	90%	89%
Access to AP courses	92%	91%	91%

***Responded being “Very Satisfied” or “Satisfied”**

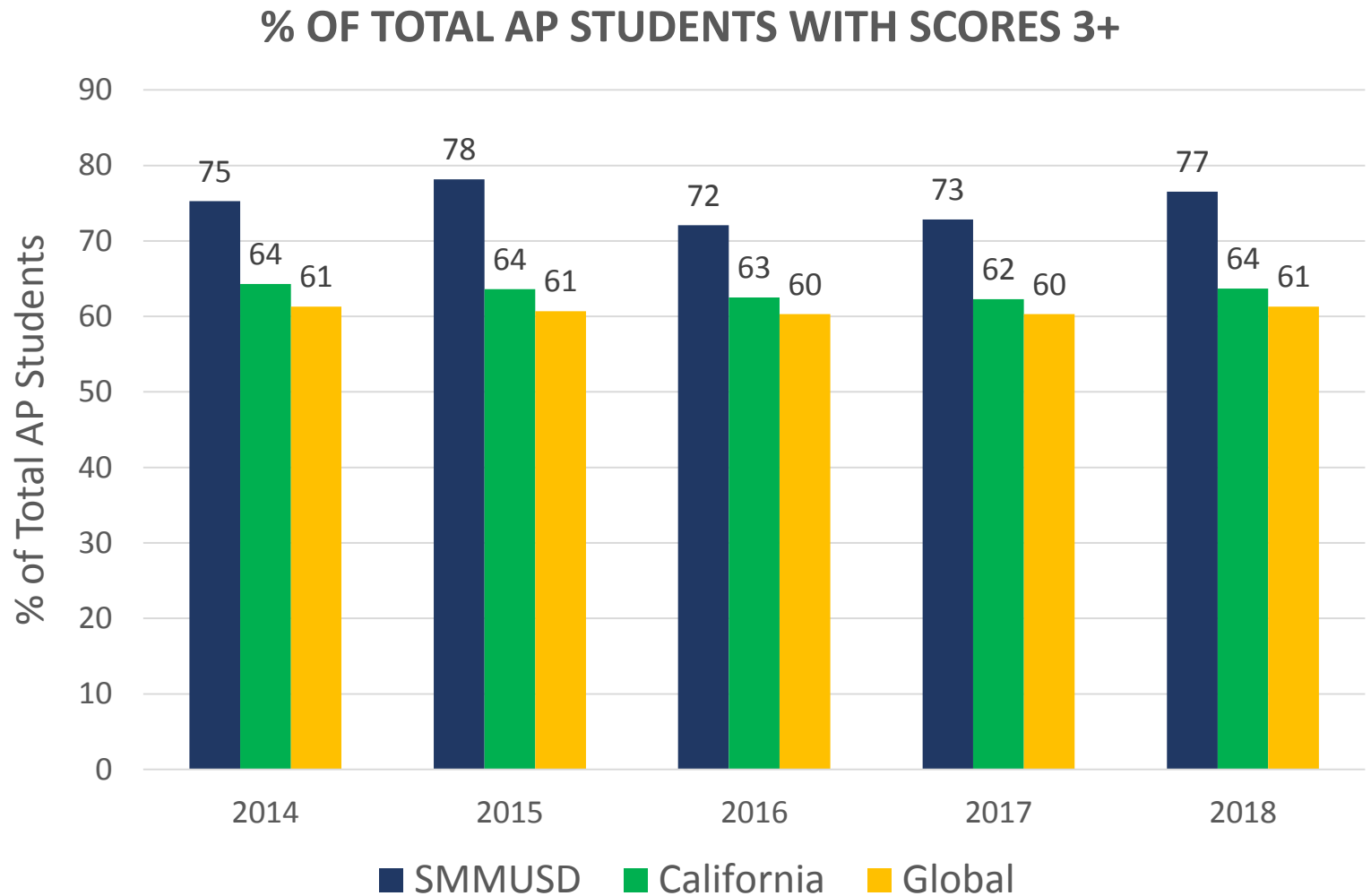
AP Participation and Enrollment by Race and Ethnicity (2013-2018)

AP PARTICIPATION RATES AND OVERALL ENROLLMENT

■ Asian ■ Black or African American ■ Hispanic ■ Two or More Races ■ White ■ SED



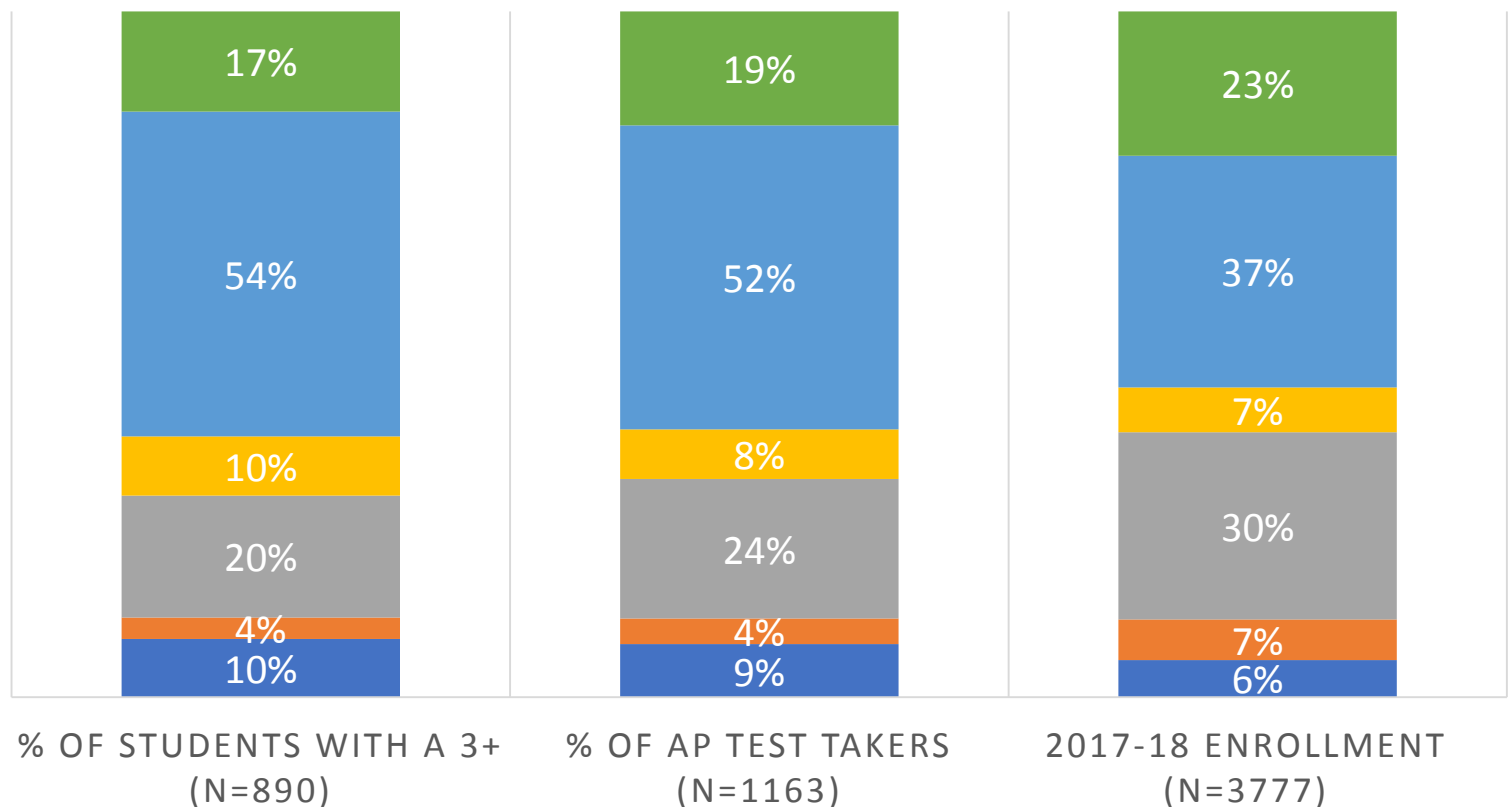
AP Exam Success (2014-18)



AP Exam Success by Race/Ethnicity (2017-2018)

COMPARISON OF AP TEST PARTICIPATION RATE WITH OVERALL ENROLLMENT (2017-18)

■ Asian ■ Black or African American ■ Hispanic ■ Two or More Races ■ White ■ SED



Goal 2 Lag Metrics

Appendix B



Reclassification Rate of English Learners 2012-2018 (6 years)

Reclassification (RFEP) Counts and Rates			
Year	Enrollment	English Learners	Students Redesignated FEP
2017-18	10,860	939 (8.7%)	72 (7.8%)
2016-17	11,005	924 (8.4 %)	130 (13.5 %)
2015-16	11,249	961 (8.5 %)	161 (15.8 %)
2014-15	11,289	1,020 (9.0 %)	89 (9.2 %)
2013-14	11,341	972 (8.6 %)	77 (7.9 %)
2012-13	11,417	984 (8.6 %)	70 (6.8 %)

Goal 3 Lag Metrics

Appendix c



Cohort Dropout Rate by Race 2012-2017 (5 years)

Annual Adjusted Grade 9-12 Dropout Rate					
	2016-17	2015-16	2014-15	2013-14	2012-13
Hispanic or Latino of Any Race	1.00%	2.50%	1.50%	1.80%	1.70%
American Indian/Alaska Native, Not Hispanic	--	--	--	--	--
Asian, Not Hispanic	0.90%	0.90%	0.90%	0.90%	0.40%
Pacific Islander, Not Hispanic	--	--	5.90%	--	--
Filipino, Not Hispanic	7.70%	2.60%	--	--	--
African American, Not Hispanic	1.80%	2.60%	1.00%	1.70%	2.00%
White, Not Hispanic	0.50%	0.60%	0.80%	0.70%	0.70%
Two or More Races, Not Hispanic	1.30%	1.40%	1.30%	0.60%	--
District Total	0.90%	1.50%	1.10%	1.10%	1.10%
County Total	3.20%	3.30%	3.50%	3.30%	4.60%
Statewide Total	2.40%	2.60%	2.80%	3.10%	3.90%

***Zero percent represented by "--"**



Student Engagement Survey

- Santa Monica-Malibu Unified School District (SMMUSD) Student Engagement Survey was administered from February 13 to April 23, 2018
- Students in grades 6, 8, and 10
- Two types of student engagement measured:
 - *Cognitive engagement* (psychological engagement in academic tasks and activities)
 - *Social and emotional engagement* (includes self-awareness and social awareness)
- Higher scores reflect stronger engagement



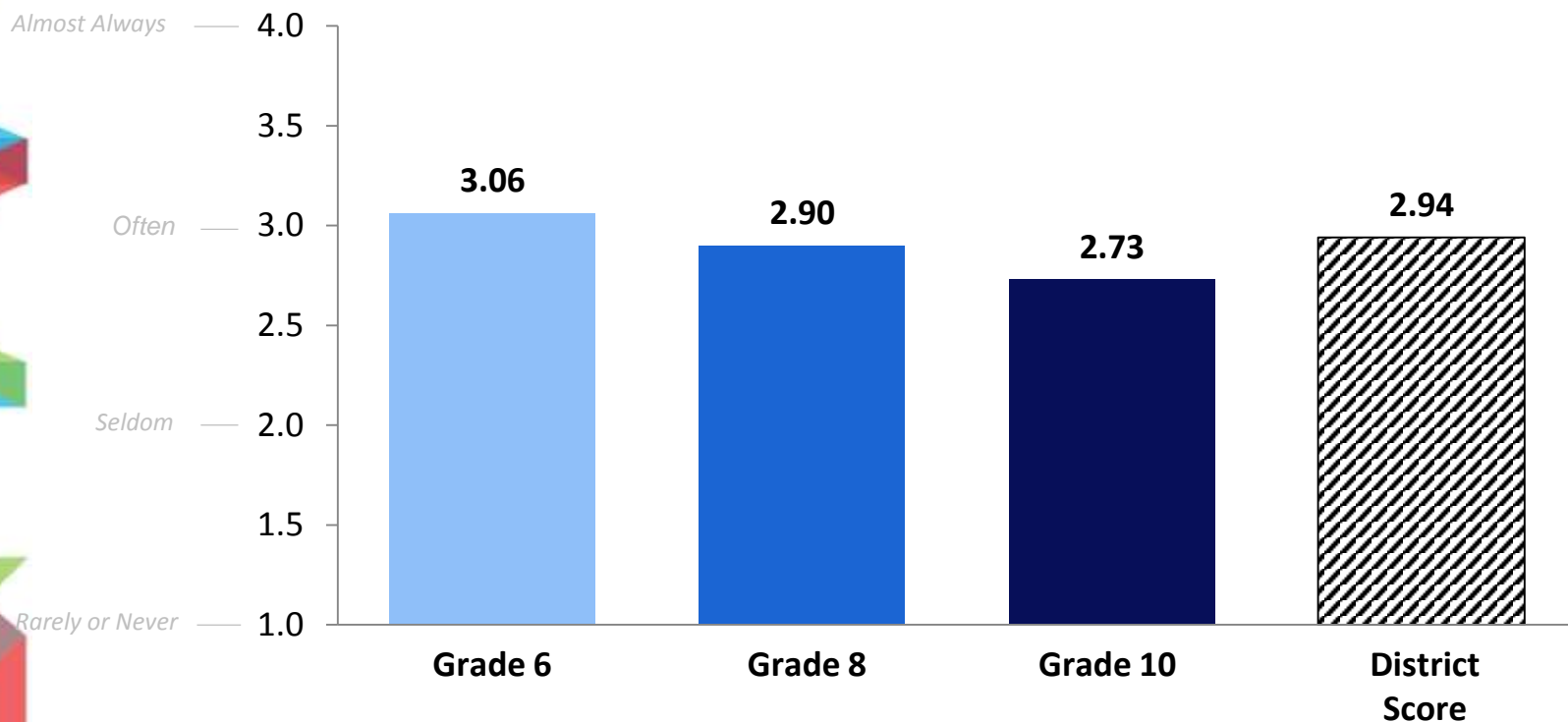
Student Engagement Survey: Participation

Grade Cluster	Number of Participants (N)			Total Number of Students (NMax)			Participation Rate (%)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Grades 6-8	1,196	1,999	1,207	2,658	2,592	2,539	45%	77%	46%
Grades 9-10	1,145	1,162	134	1,793	1,714	1,740	64%	68%	8%
Grades 11-12	1,133	889	—	2,005	1,771	—	57%	50%	—
Overall	3,474	4,050	1,341	6,456	6,077	6,037	54%	67%	22%

In 2018, a total of **1,341** students participated in the survey, which is **22%** of middle and high school students. In previous years, participation was higher since students in grades 6 -12 were surveyed:

- 2017: 4,050 students surveyed or 67% of middle and high school students
- 2016: 3,474 students surveyed or 54% of middle and high school students

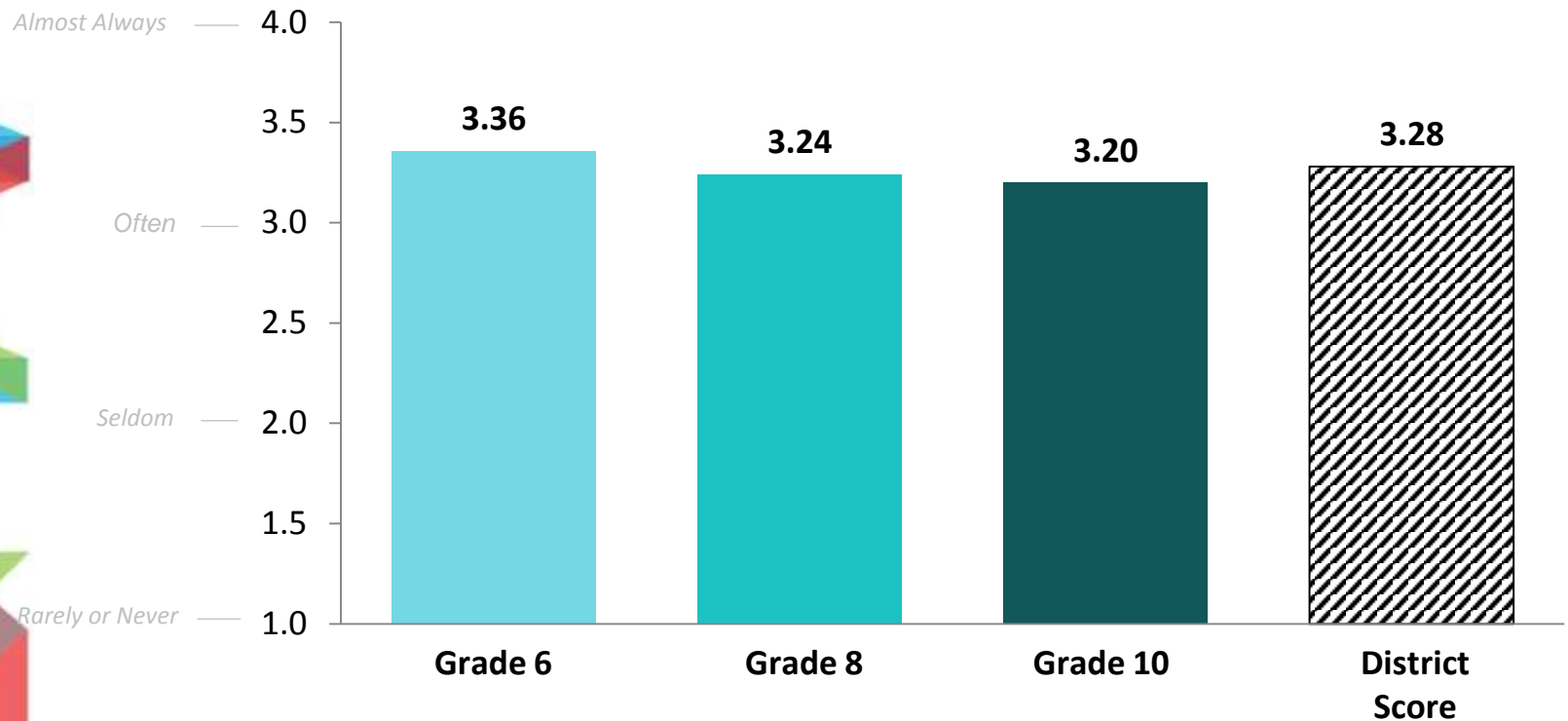
Student Engagement Survey: Cognitive Engagement by Grade



2016-2017 Cognitive Engagement Scores by “Grade Clusters”:


- 3.01 (Grades 6-8)
- 2.69 (Grades 9-10)
- 2.72 (Grades 11-12)
- **2.85 (District Score)**

Student Engagement Survey: Social and Emotional Engagement by Grade



2016-2017 Social and Emotional Engagement Scores by “Grade Clusters”:

- 3.29 (Grades 6-8)
- 3.11 (Grades 9-10)
- 3.08 (Grades 11-12)
- **3.19 (District Score)**



Student Engagement Survey: Average Engagement by Demographics

	Overall Engagement	Cognitive Engagement	Social and Emotional Engagement
Overall	3.19	2.94	3.28
Gender			
Female (N=692)	3.15	2.90	3.28
Male (N=649)	3.05	2.83	3.16
Race/Ethnicity			
Black or African American (N=61)	3.13	2.96	3.20
Chinese (N=20)	3.19	2.94	3.29
Japanese (N=12)	3.35	3.05	3.47
Did not Identify (N=25)	3.19	3.05	3.24
Two or More Races(N=138)	3.20	2.96	3.29
White (N=1,043)	3.19	2.93	3.28
Hispanic (N=357)	3.21	3.03	3.28



Student Engagement Survey: Average Engagement by Demographics (continued)

	Overall Engagement	Cognitive Engagement	Social and Emotional Engagement
Overall	3.19	2.94	3.28
Special Education			
No (N=1,227)	3.20	2.94	3.29
Yes (N=114)	3.10	2.93	3.17
Free or Reduced-Price Lunch Status			
N/A (N=1,032)	3.19	2.92	3.29
Directly Certified – Free Medical (N=92)	3.12	2.90	3.20
Directly Certified – Free SNAP (N=48)	3.19	3.04	3.26
Directly Certified – Reduced Medical (N=16)	3.22	3.09	3.26
Free (N=101)	3.18	2.99	3.26
Reduced (N=51)	3.24	3.05	3.31