Campbell
UNION SCHOOL DISTRICT

Board Study Session: District Data

October 10, 2018

Instructional Services

Strength and growth come only through continuous effort and struggle.

-Napolean Hill

Glossary

AVID: Advancement via Individual Determination

CAA: California Alternative Assessment

ELA: English-Language Arts

ELD: English Language Development

ELL: English Language Learner

ELPAC: English Language Proficiency Assessments for California

IEP: Individual Education Plan

PIR: Performance Indicator Review

LTEL: Long Term English Language Learner

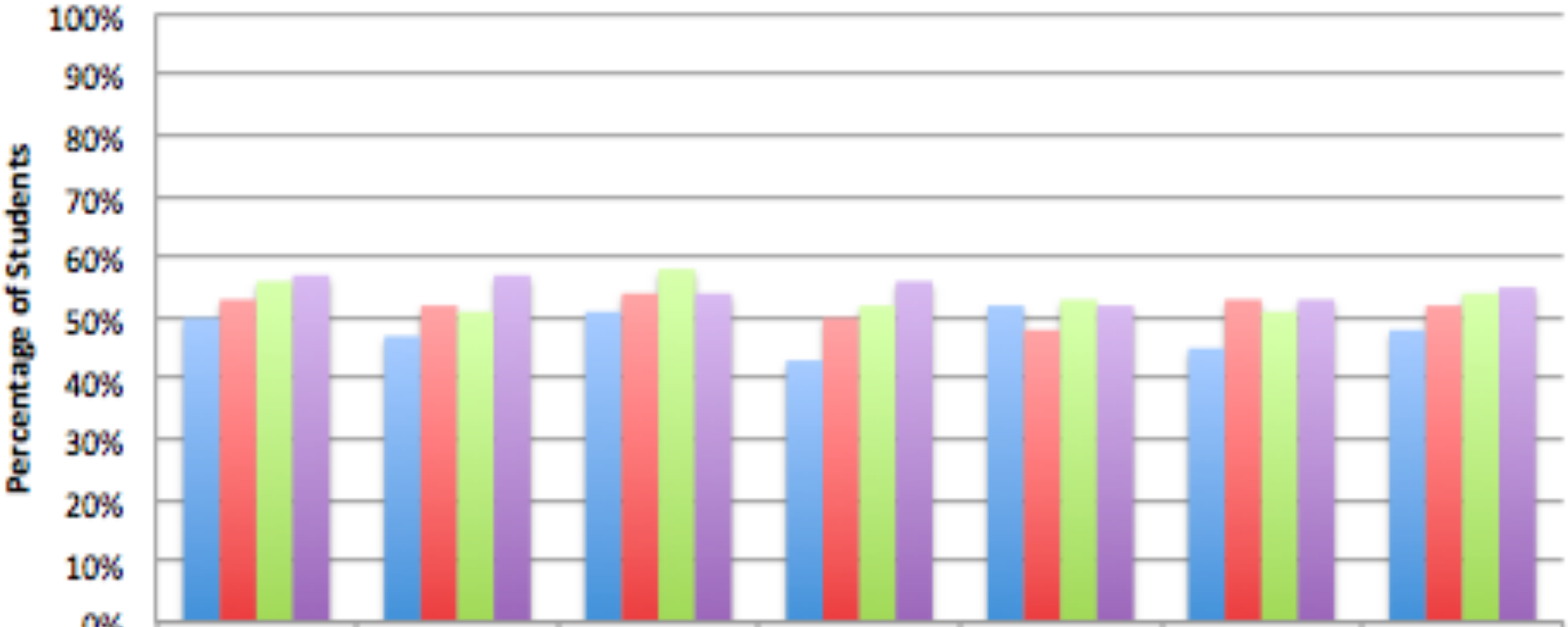
RFEP: Reclassified Fluent English Proficient

SBA: Smarter Balanced Assessment

SwD: Students with Disabilities

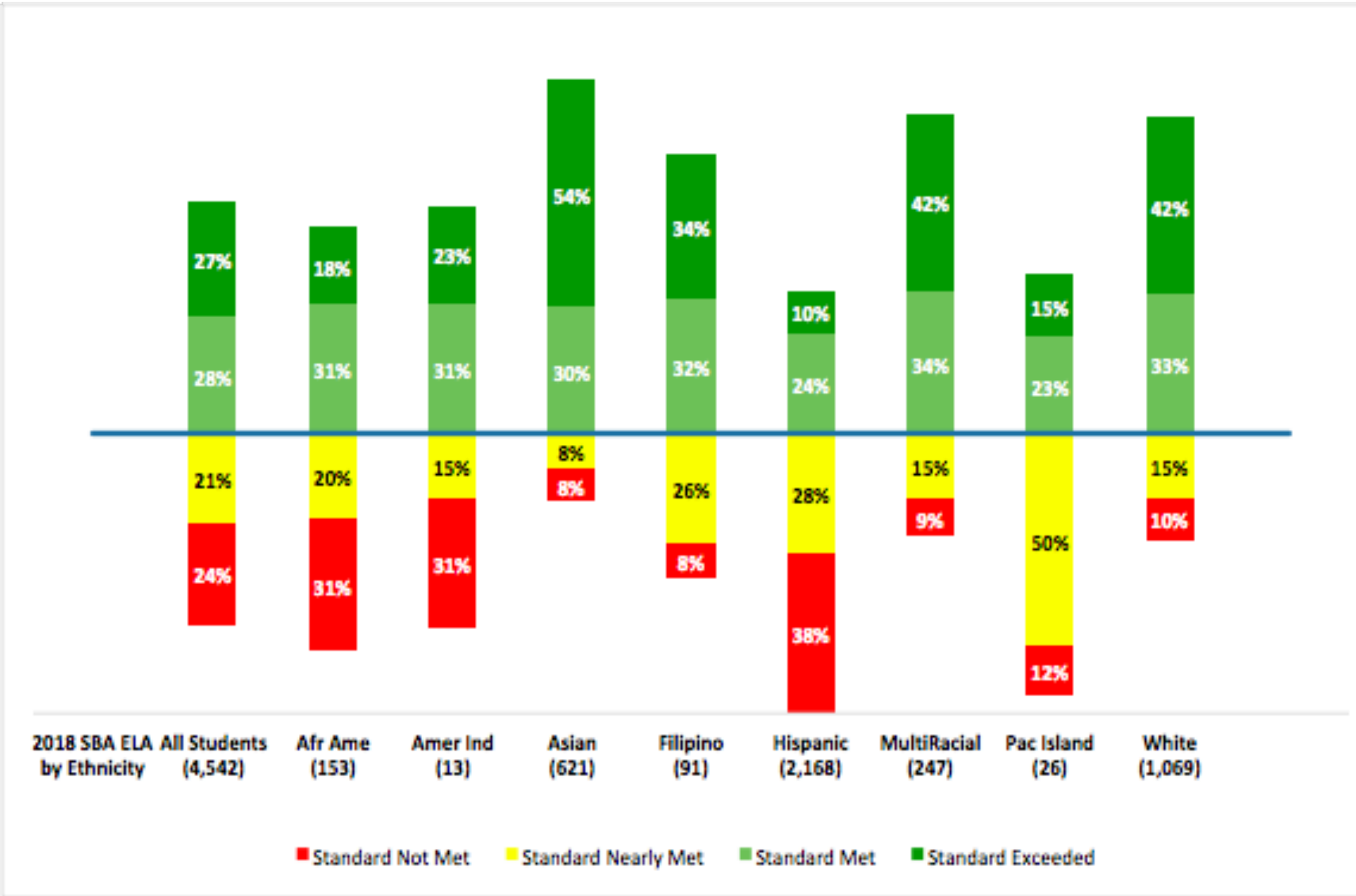
SED: Socio-Economic Disadvantage

Met/Exceed SBA ELA 4yr Progression by Grade Level (Districtwide)

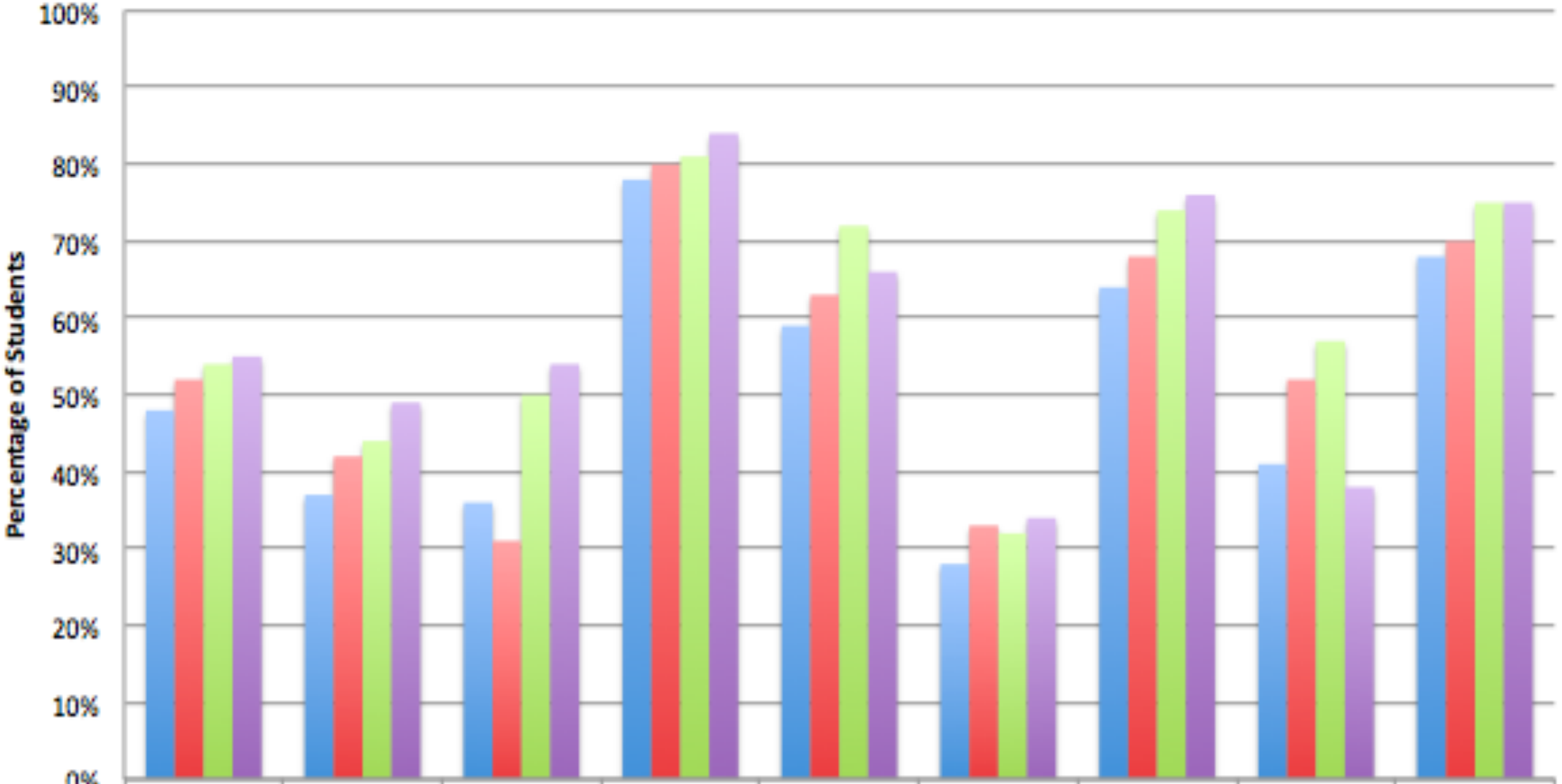


	Third (810)	Fourth (776)	Fifth (801)	Sixth (747)	Seventh (724)	Eighth (684)	DistrictWide 3rd-8th (4,542)
2015	50%	47%	51%	43%	52%	45%	48%
2016	53%	52%	54%	50%	48%	53%	52%
2017	56%	51%	58%	52%	53%	51%	54%
2018	57%	57%	54%	56%	52%	53%	55%

SBA District-wide ELA, by Ethnicity (2017-2018)

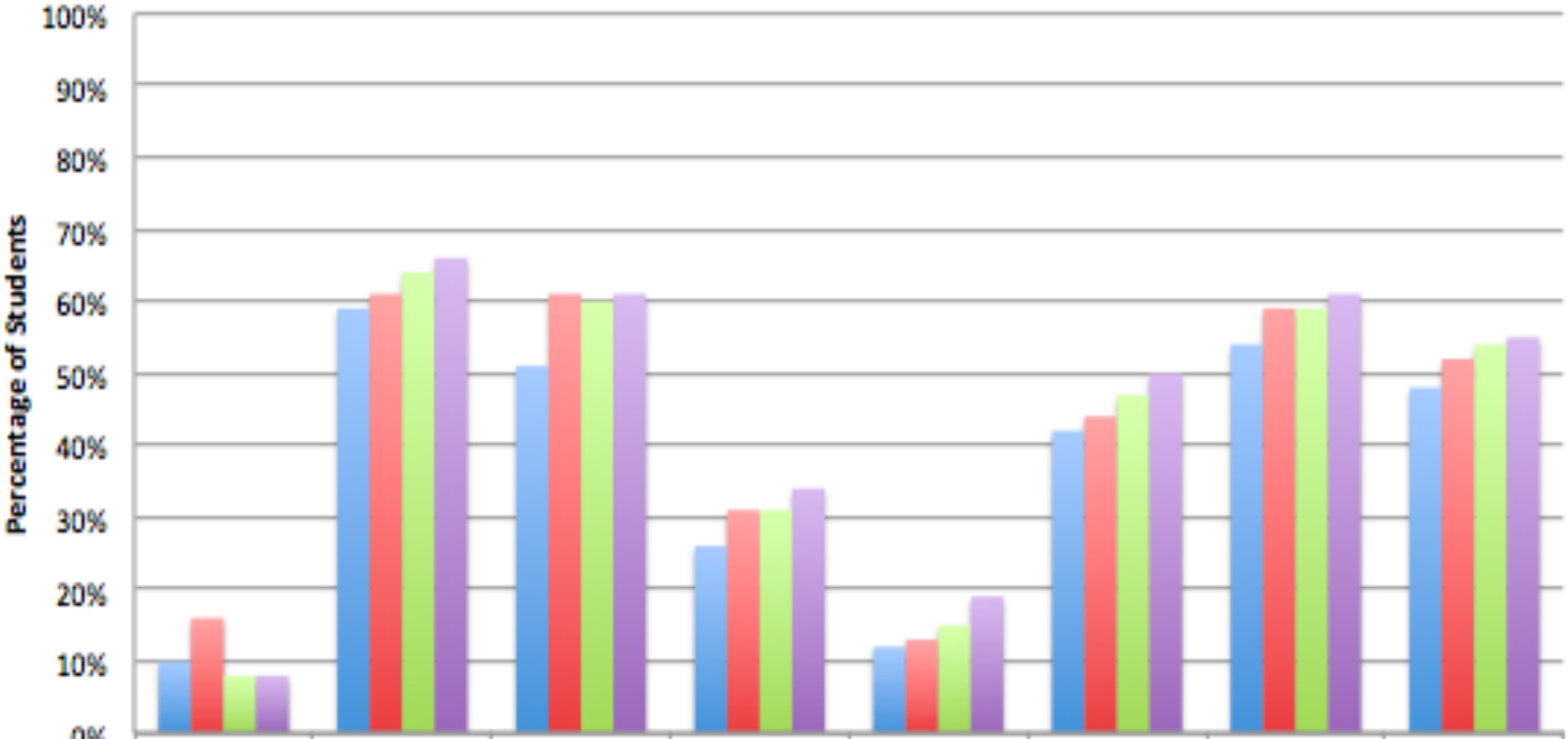


Met/Exceed SBA ELA 4yr Progression by Ethnicity (Districtwide)



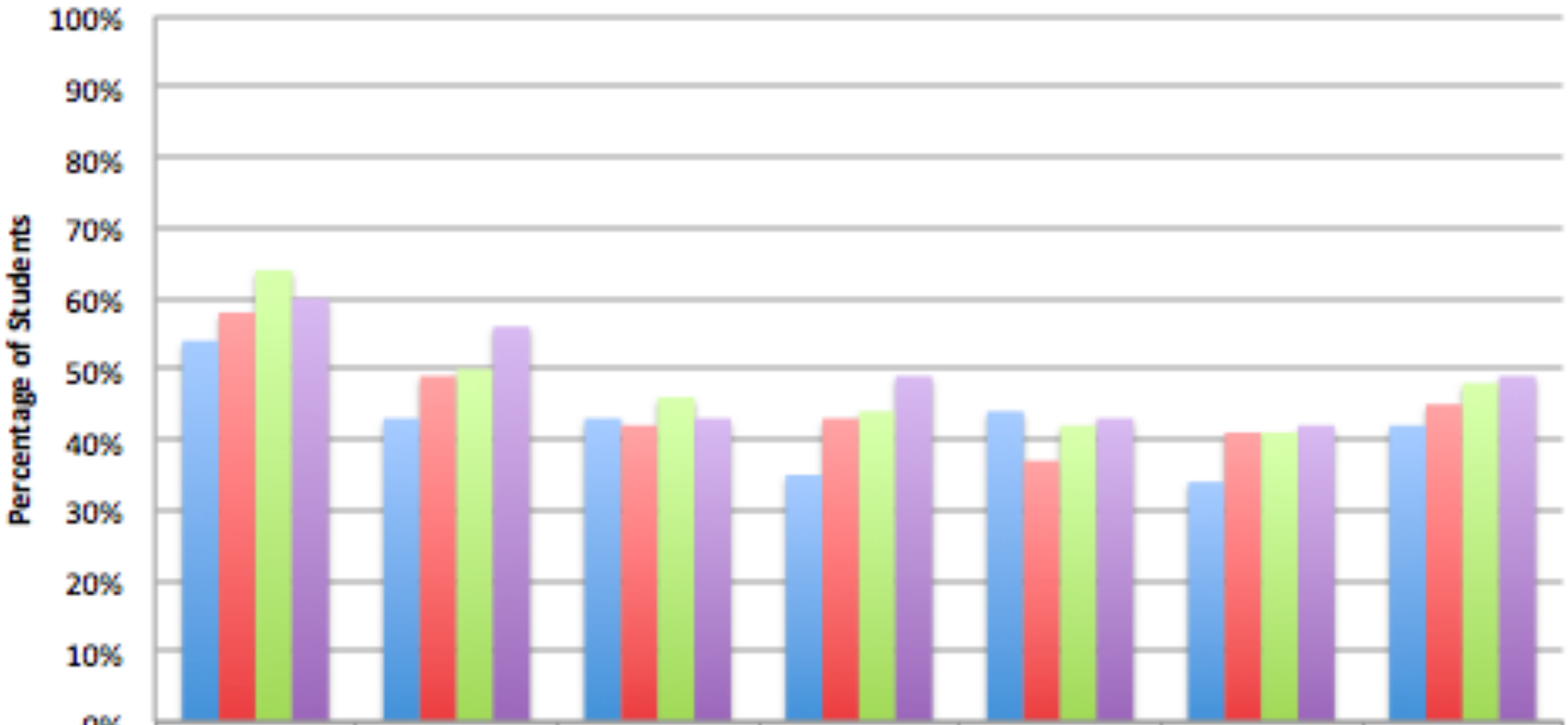
	All Students (4,542)	Afr Ame (153)	Amer Ind (13)	Asian (621)	Filipino (91)	Hispanic (2,168)	MultiRacial (247)	Pac Island (26)	White (1,069)
2015	48%	37%	36%	78%	59%	28%	64%	41%	68%
2016	52%	42%	31%	80%	63%	33%	68%	52%	70%
2017	54%	44%	50%	81%	72%	32%	74%	57%	75%
2018	55%	49%	54%	84%	66%	34%	76%	38%	75%

Met/Exceed SBA ELA 4yr Progression by Demographics (Districtwide)



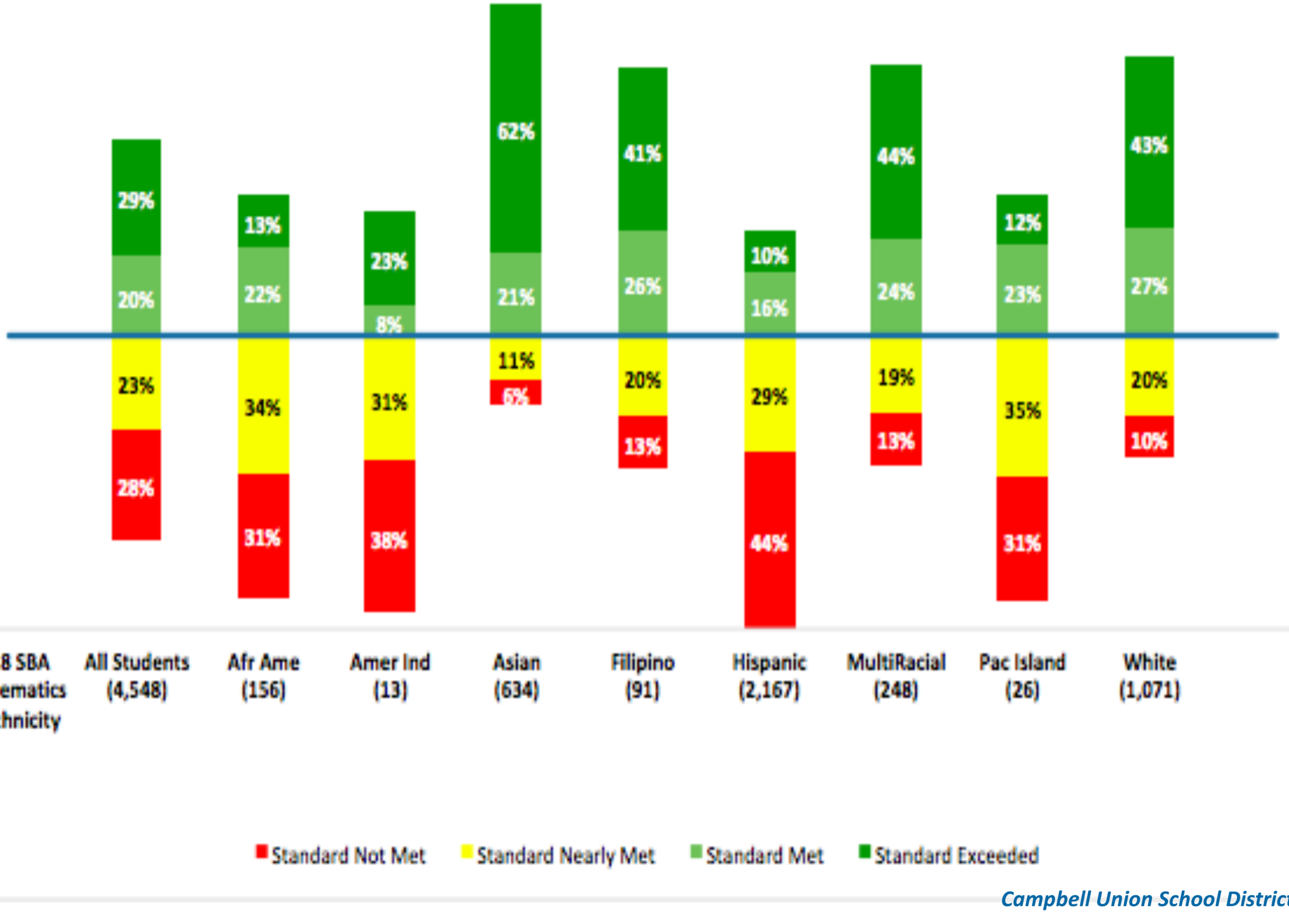
	EL (863)	EO (2,159)	RFEP (1,247)	SED (1,896)	SWD (473)	Males (2,313)	Females (2,229)	DistrictWide 3rd-8th (4,542)
2015	10%	59%	51%	26%	12%	42%	54%	48%
2016	16%	61%	61%	31%	13%	44%	59%	52%
2017	8%	64%	60%	31%	15%	47%	59%	54%
2018	8%	66%	61%	34%	19%	50%	61%	55%

Met/Exceed SBA Math 4yr Progression by Grade Level (Districtwide)

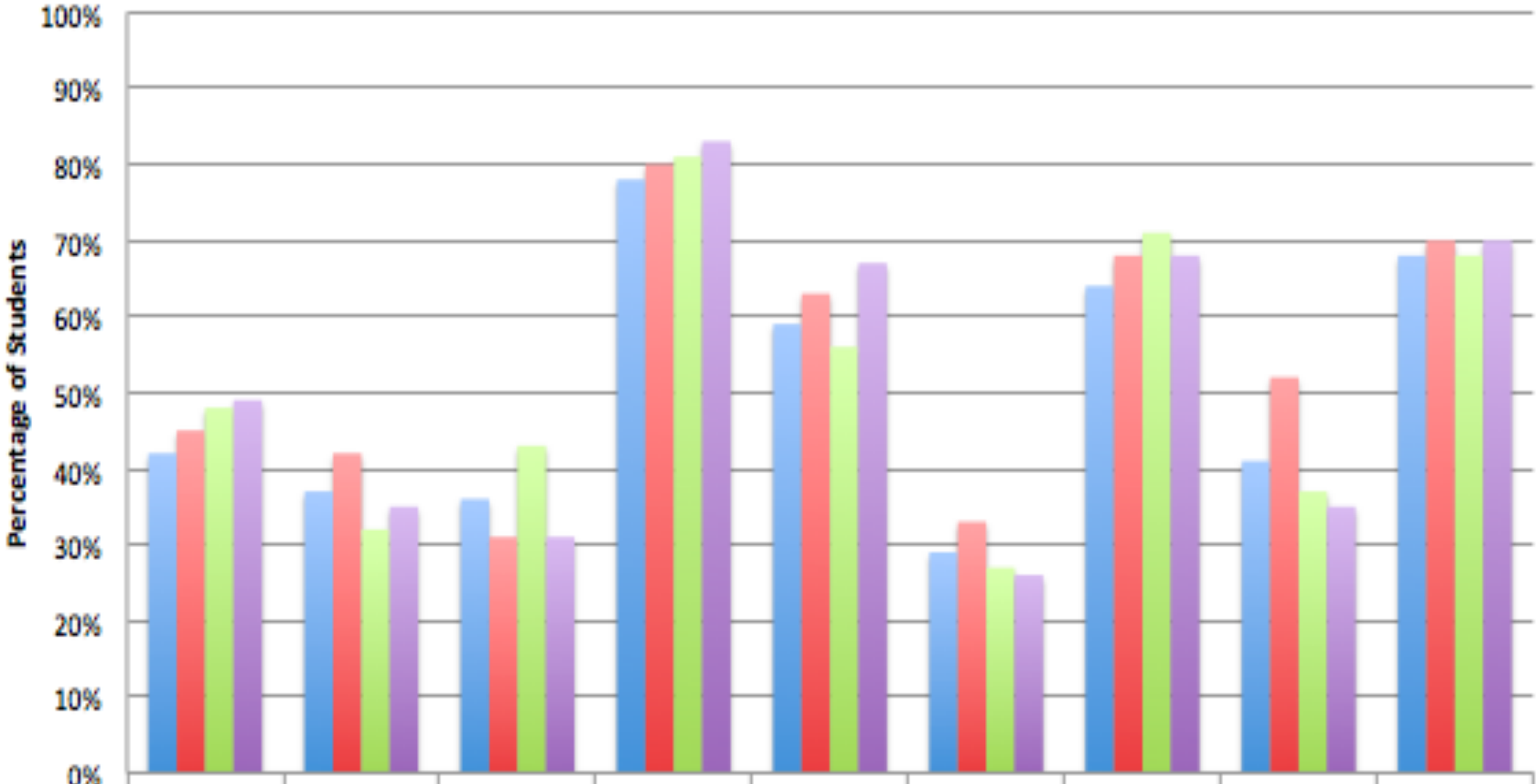


	Third (812)	Fourth (786)	Fifth (808)	Sixth (747)	Seventh (722)	Eighth (682)	DistrictWide 3rd-8th (4,548)
2015	54%	43%	43%	35%	44%	34%	42%
2016	58%	49%	42%	43%	37%	41%	45%
2017	64%	50%	46%	44%	42%	41%	48%
2018	60%	56%	43%	49%	43%	42%	49%

SBA District-wide Math, by Ethnicity (2017-2018)

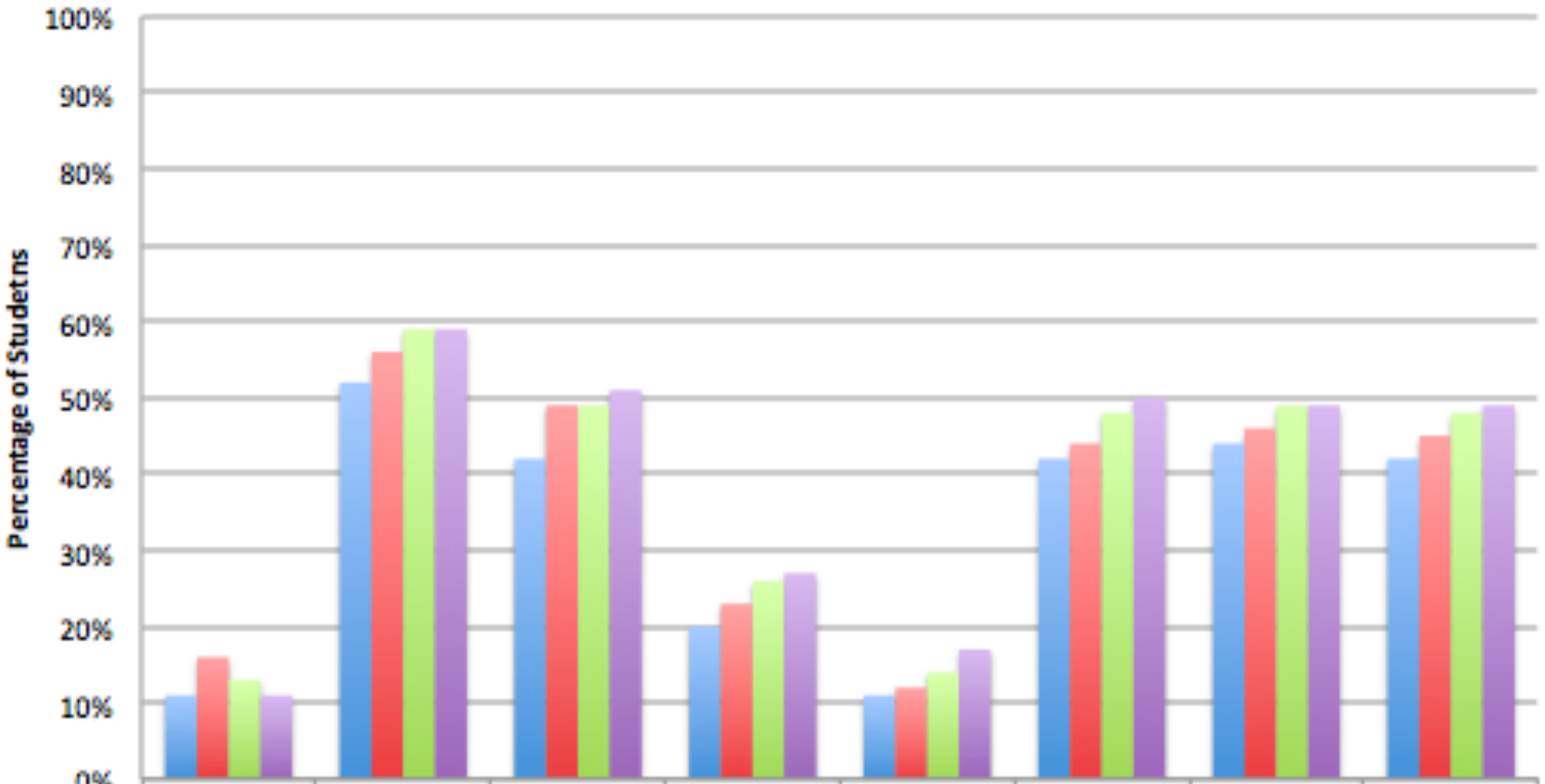


Met/Exceed SBA Math 4yr Progression by Ethnicity (Districtwide)



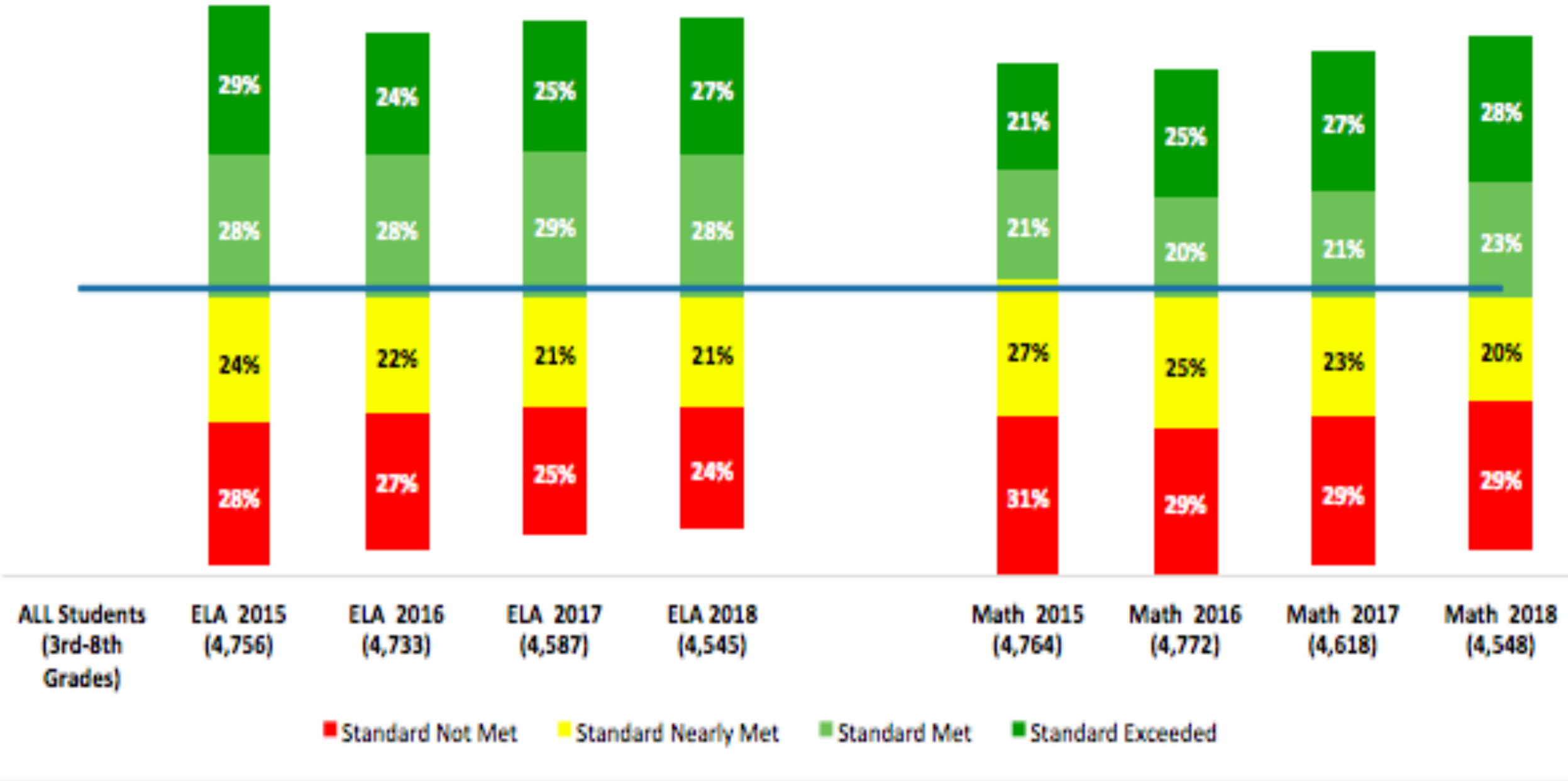
	All Students (4,548)	Afr Ame (150)	Amer Ind (13)	Asian (634)	Filipino (91)	Hispanic (2,167)	MultiRacial (248)	Pac Island (26)	White (1,071)
2015	42%	37%	36%	78%	59%	29%	64%	41%	68%
2016	45%	42%	31%	80%	63%	33%	68%	52%	70%
2017	48%	32%	43%	81%	56%	27%	71%	37%	68%
2018	49%	35%	31%	83%	67%	26%	68%	35%	70%

Met/Exceed SBA Math 4yr Progression by Demographics (Districtwide)

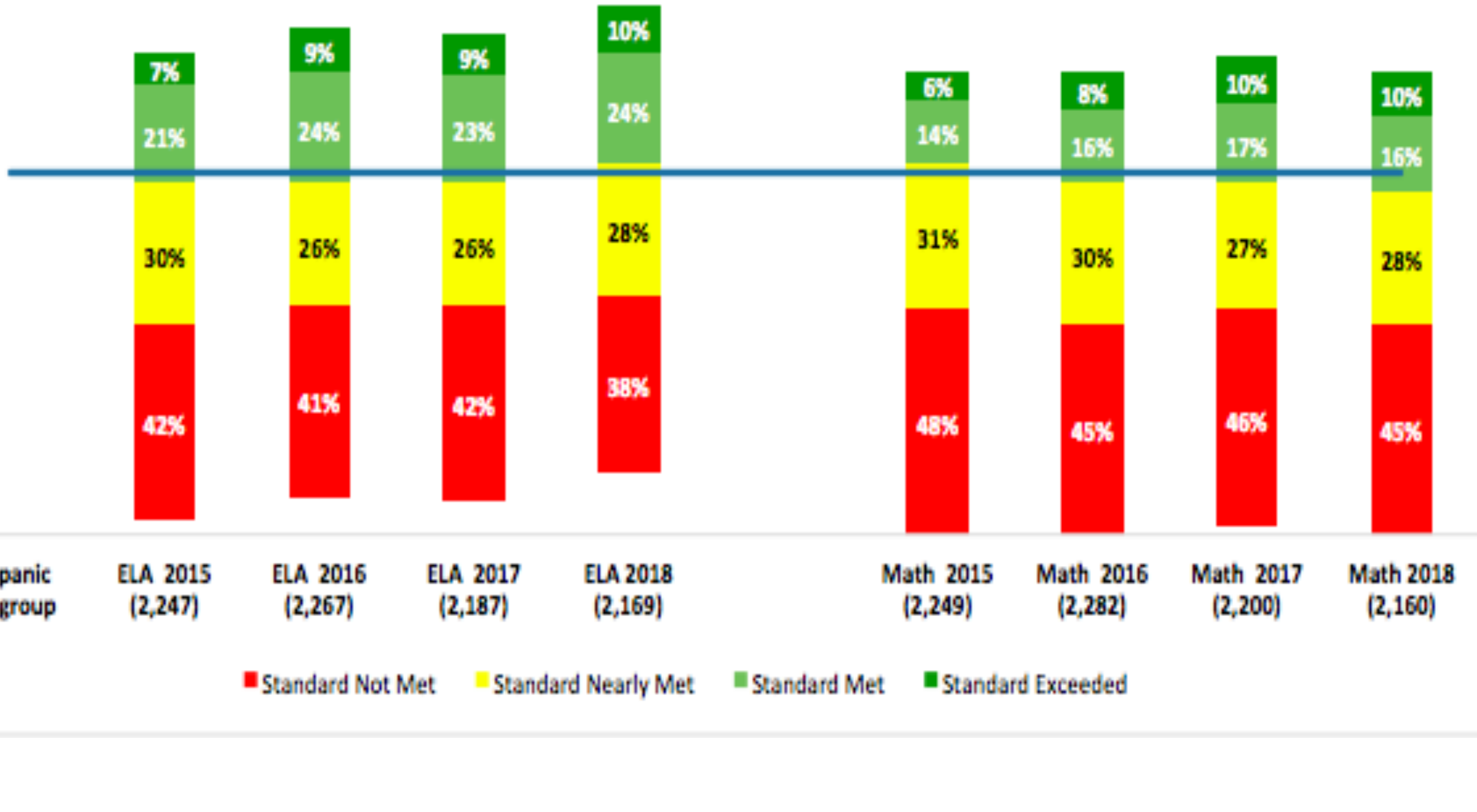


	EL (886)	EO (2,147)	RFEP (1,235)	SED (1,892)	SWD (471)	Males (2,313)	Females (2,235)	DistrictWide 3rd-8th (4,548)
2015	11%	52%	42%	20%	11%	42%	44%	42%
2016	16%	56%	49%	23%	12%	44%	46%	45%
2017	13%	59%	49%	26%	14%	48%	49%	48%
2018	11%	59%	51%	27%	17%	50%	49%	49%

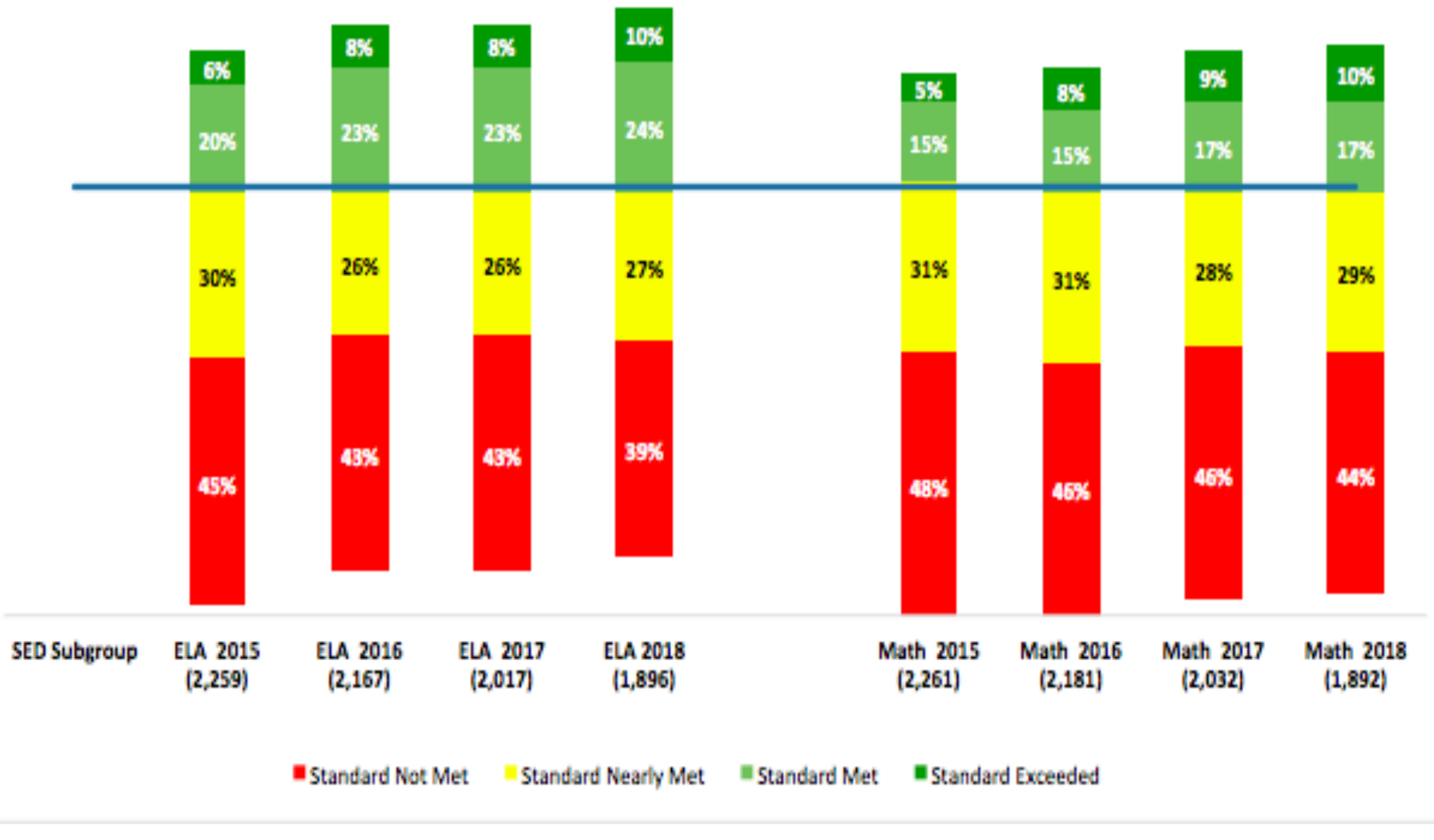
2015-2018 SBA Achievement Bands (All Students)



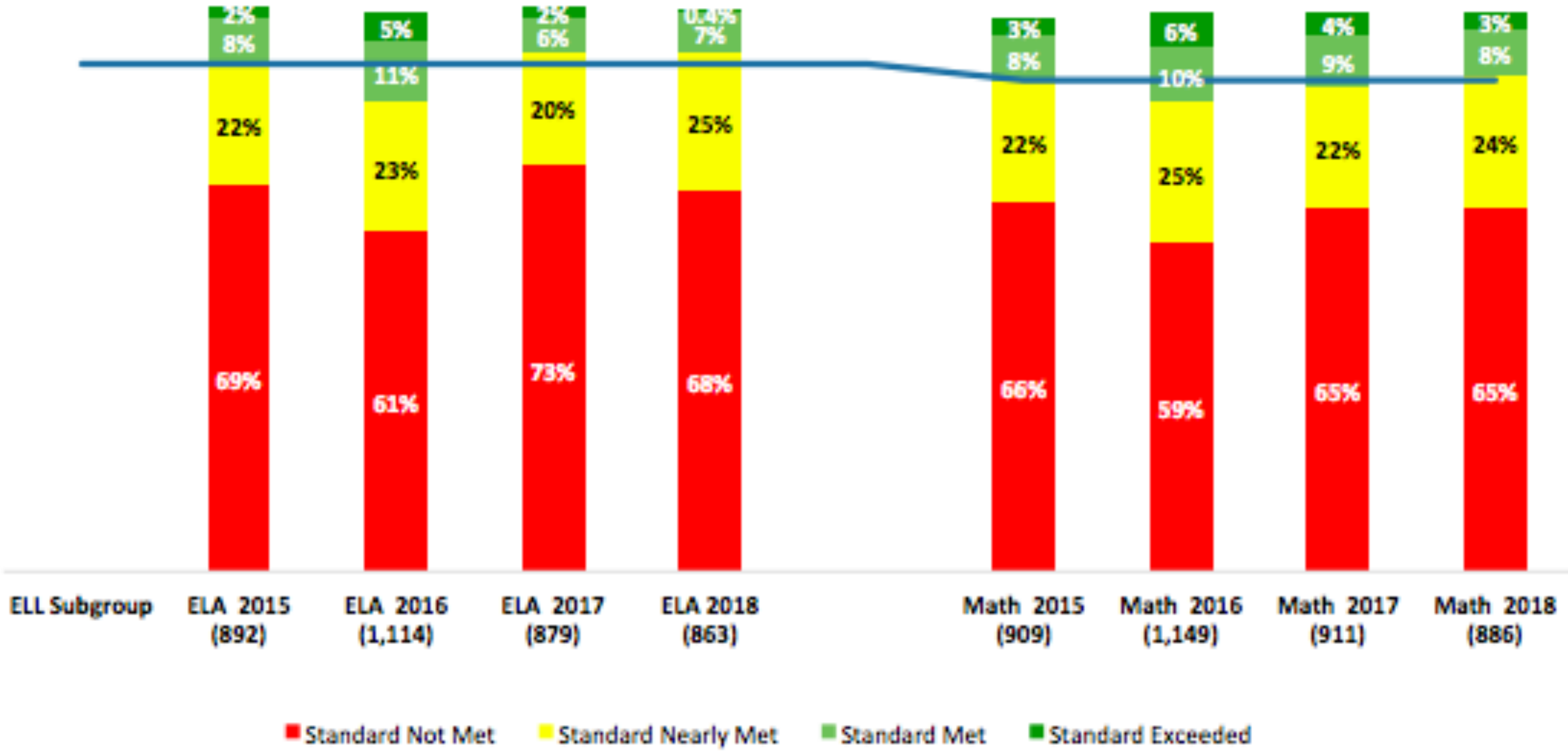
2015-2018 SBA Achievement Bands (Hispanic Subgroup)



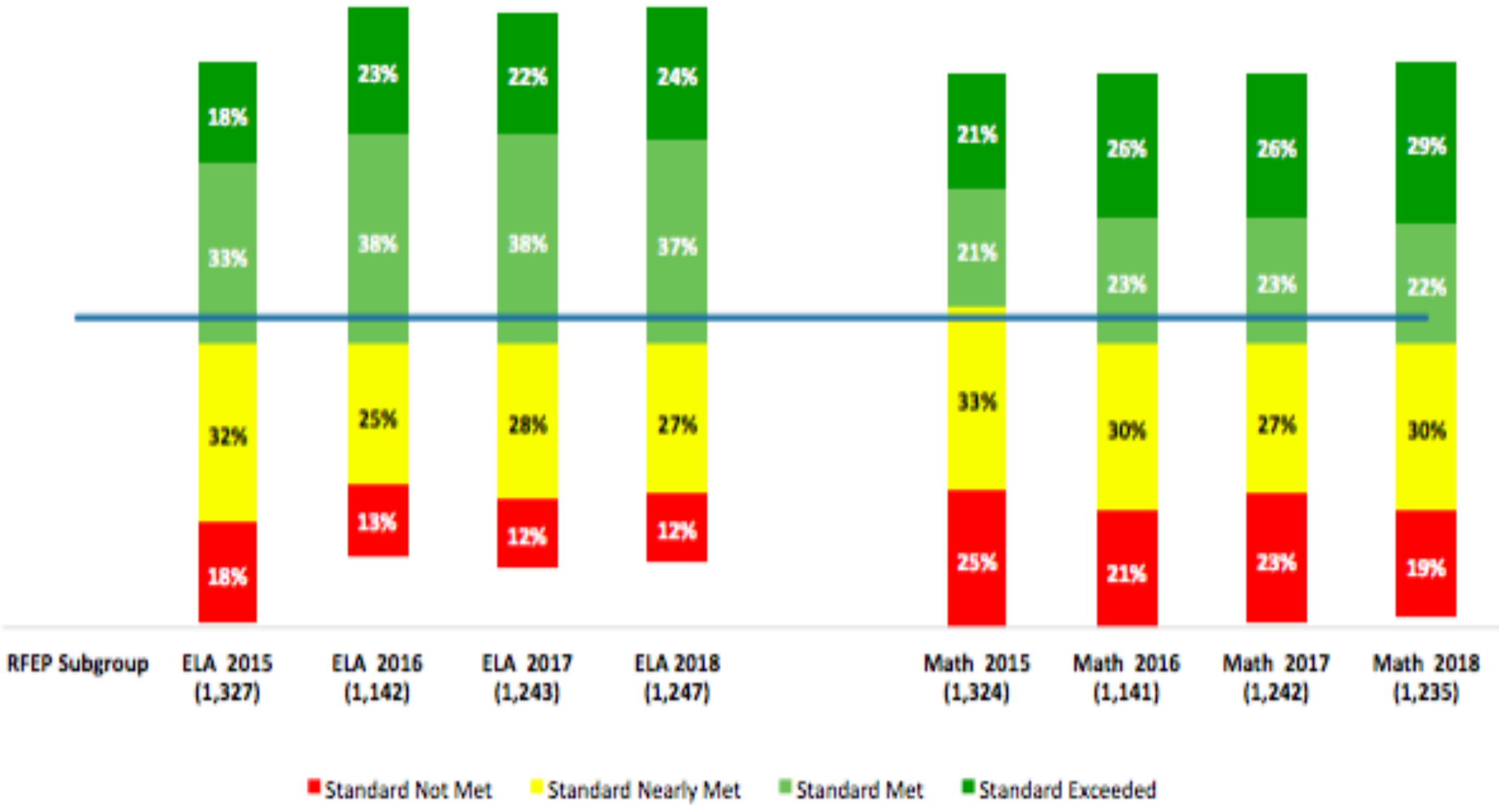
2015-2018 SBA Achievement Bands (SED)



2015-2018 SBA Achievement Bands (ELL)



2015-2018 SBA Achievement Bands (RFEP)



Focus Areas

- English Language Learners
- Students With Disability
- Middle School Mathematics

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Breaking Down English Learner Data

Background Information:

- 863 ELs tested in ELA and 886 ELs tested in math
- Approximately the same number of English Learners are reaching proficiency in ELA and slightly fewer in math from Spring 2017 to Spring 2018
- We know that when students reach proficiency they move to the RFEP cohort
- Looking at students that we have had in our district for two years (Spring 2017 & Spring 2018) who are still English Learners and had SBA data for both years

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Spring 2017 to Spring 2018 EL Cohort Growth in ELA

Grade Level Cohort	% of EL students who are SWD	Increased 1 level	Increased 2 levels	No Level Movement	Decreased 1 level	Decreased 2 levels	Increased scale score
3rd to 4th	27/132 = 20%	26	4	94	8	0	82% (108)
4th to 5th	47/165 = 28%	20	2	136	7	0	81% (133)
5th to 6th	35/104 = 34%	17	0	82	5	0	66% (69)
6th to 7th	22/81 = 27%	16	2	60	3	0	77% (62)
7th to 8th	29/68 = 43%	15	1	50	2	0	78% (53)

Spring 2017 to Spring 2018 EL Cohort Growth in Math

Grade Level Cohort	% of EL students who are SWD	Increased 1 level	Increased 2 levels	No Level Movement	Decreased 1 level	Decreased 2 levels	Increased scale score
3rd to 4th	27/139 = 19%	21	1	97	19	1	79% (110)
4th to 5th	47/169 = 28%	11	1 (up 3 levels)	124	32	1	69% (117)
5th to 6th	35/102 = 34%	12	2	83	5	0	54% (55)
6th to 7th	22/84 = 26%	10	0	68	6	0	57% (48)
7th to 8th	29/68 = 43%	4	0	61	3	0	60% (41)

LTEL - Who are our Long-Term English Learners?

- 52/143 (36%) of our LTELs are also SwD
- 91/143 (63%) of our LTELs are boys
- Grade Level
  - 6th Grade (63)
  - 7th Grade (33)
  - 8th Grade (47)

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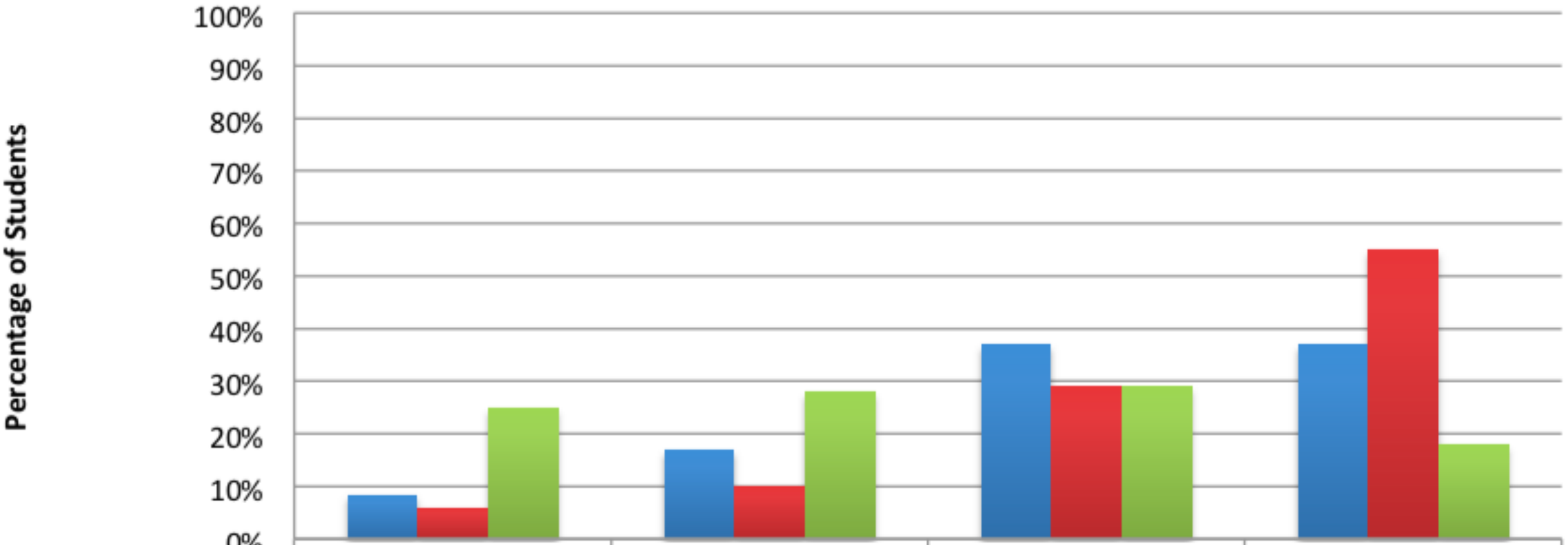
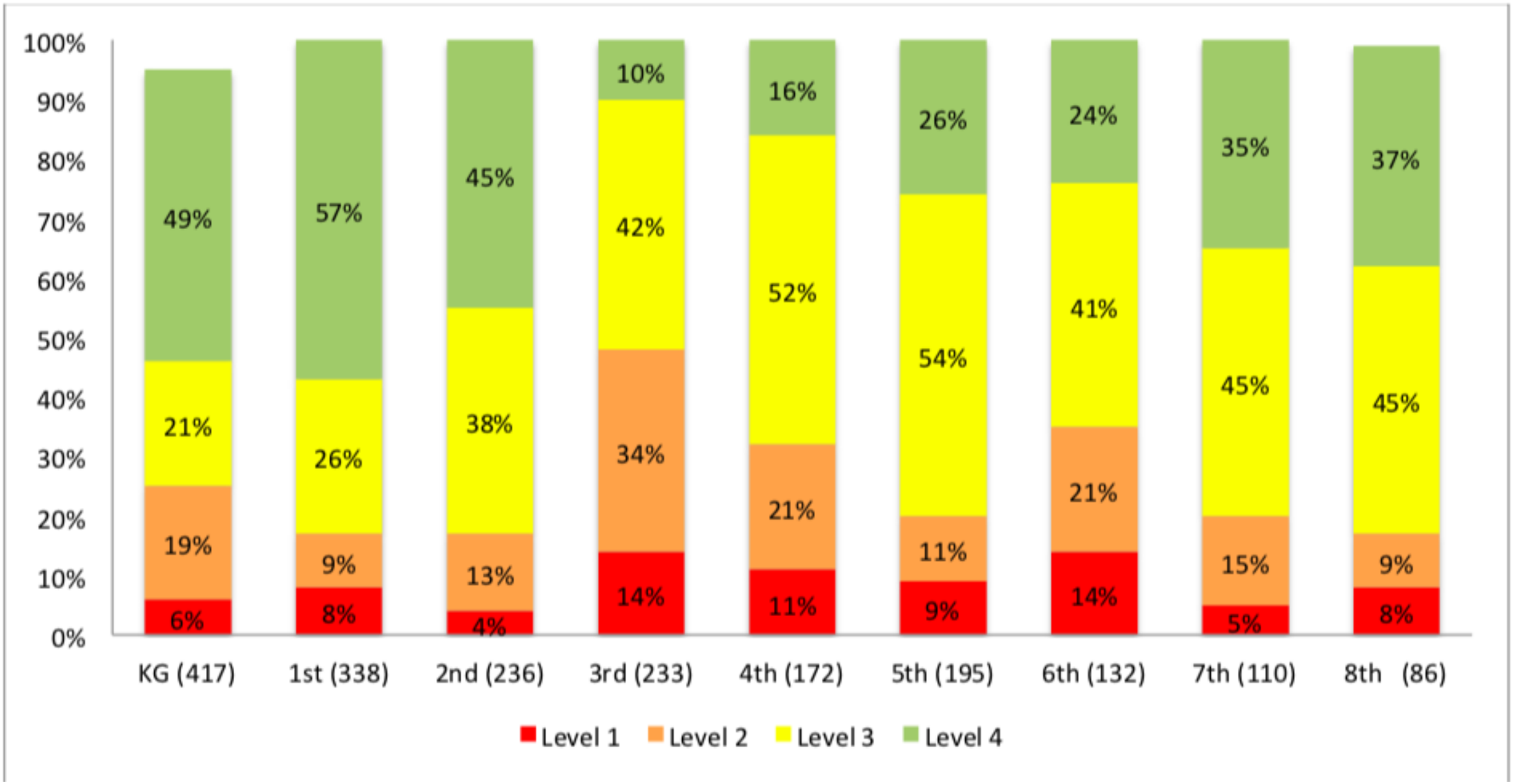
2018 ELPAC Performance Levels

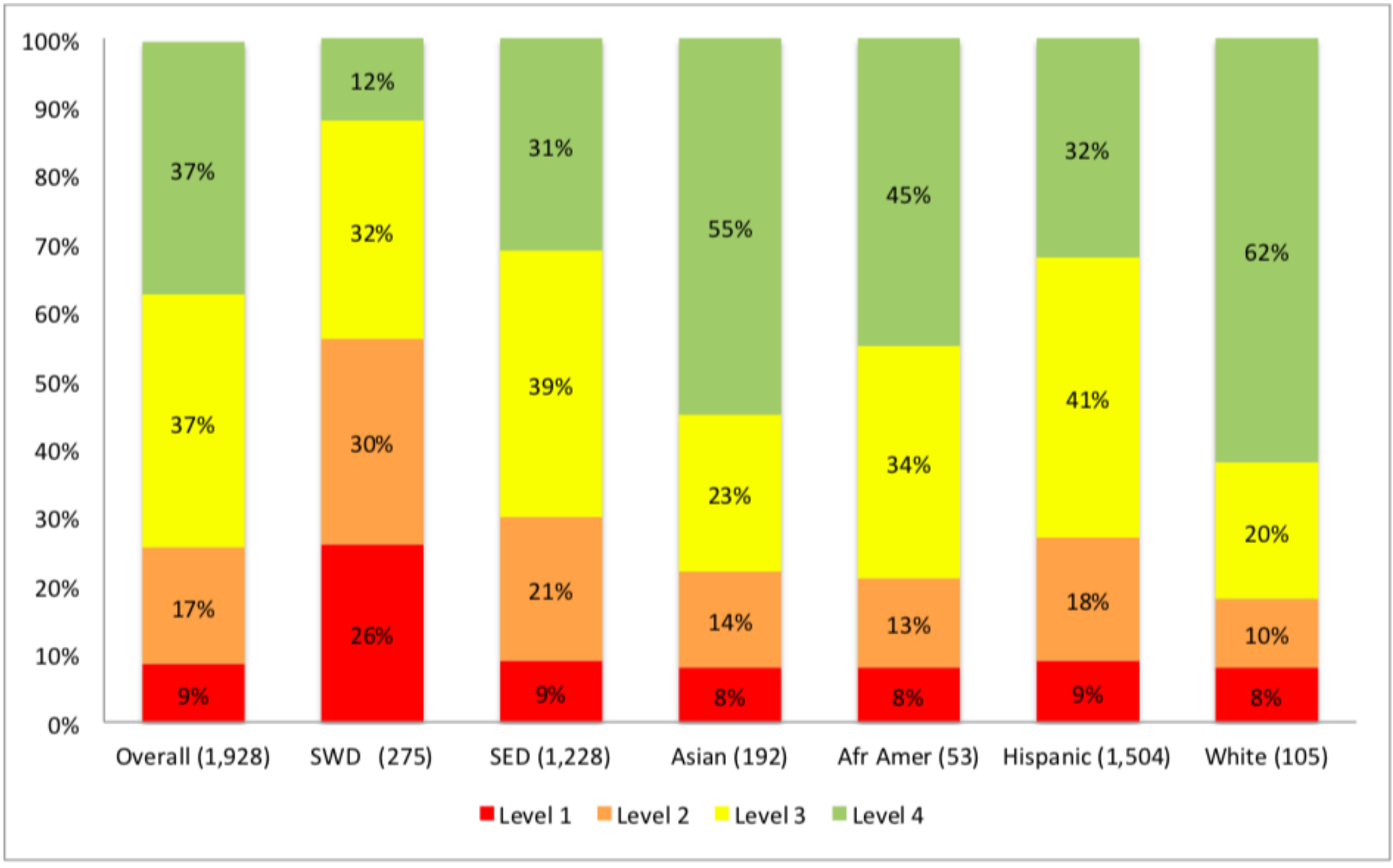


	Level 1	Level 2	Level 3	Level 4
Overall (1,928)	9%	17%	37%	37%
Oral Language	6%	10%	29%	55%
Written Language	25%	28%	29%	18%

2018 ELPAC Performance Levels by Grade Level



2018 ELPAC Performance Levels by Demographics



What does the SBA data tell us?

- Our RFEP students have made growth over the last 4 years in both ELA and Math and are outperforming the district-wide group for both subjects
- In 2017-18, the band for Standard Not Met is now at the lowest percentage for both ELA (12%) and Math (19%) for our RFEP students. We are moving students out of the lowest band
- 103/550 (18%) ELs made at least one proficiency band growth in ELA
- Current 7th grade ELs will need additional support through Designated and Integrated ELD

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What Does the Data for SBA & ELPAC tell us?

- 62 ELs made at least one proficiency band growth in math
- 67 ELs dropped at least one proficiency band in math
- Many ELs aren't making scale score increases in math, especially in our middle schools
- 74% of our ELs are scoring at a Level 3 or above on ELPAC
- Grades 4-5 had the largest percentage of students scoring at a level 3 on the ELPAC
- 73% of our Hispanic ELs scored at a level 3 or 4 on the ELPAC

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Response to EL Data

- Each teacher will have a data profile on every EL student in their class to plan instruction/supports
- Work collaboratively with Special Education to meet the needs of the ELs who are also SwD
- Classroom observations to improve the quality of Designated and Integrated ELD
- Develop a middle school math support plan (to be discussed later in presentation)

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Response to EL Data (Continued)

- Regular analysis and responding to EL data
- Individual site response plans to be be created
- Hired two teachers to provide intervention to EL students and build capacity of teachers
- Started a new Designated ELD Program at MMS for our LTEL - AVID Excel
- Monitoring of LTELs by Equity Tosas
- Interview LTELs to learn about their educational experiences and set goals for success
- After school reading boot camp in grades K-2 at 4 schools

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Students with Disabilities (SWD) Subgroup

- District-wide SWD made 4% growth in ELA and 3% growth in Math
- Four year data trends show an increase of 7% in ELA and 6% in Math which is the same as the “all students” sub-group’s growth.
- We are moving students out of the lowest band.

Performance Indicator Review (PIR): Indicator 3-Student Achievement & Participation on SBA:

- In 2016, CUSD SWD did not meet the state target for ELA & Math targets.
- In 2017, CUSD SWD did not meet the state target for ELA, but met the target for Math.
- In 2018 CUSD met the state target for ELA & Math.
- In 2016 and 2017, CUSD met the state target for participation rate for ELA & Math.

California Alternative Assessment (CAA):

- There was significant growth in students’ performance on the CAA Assessment; gain of 23 percentage points from (2016 to 2018) in students performing at level 3 in ELA CAA and gain of 26 percentage points from (2016 to 2018) in students performing at level 3 in Math CAA.

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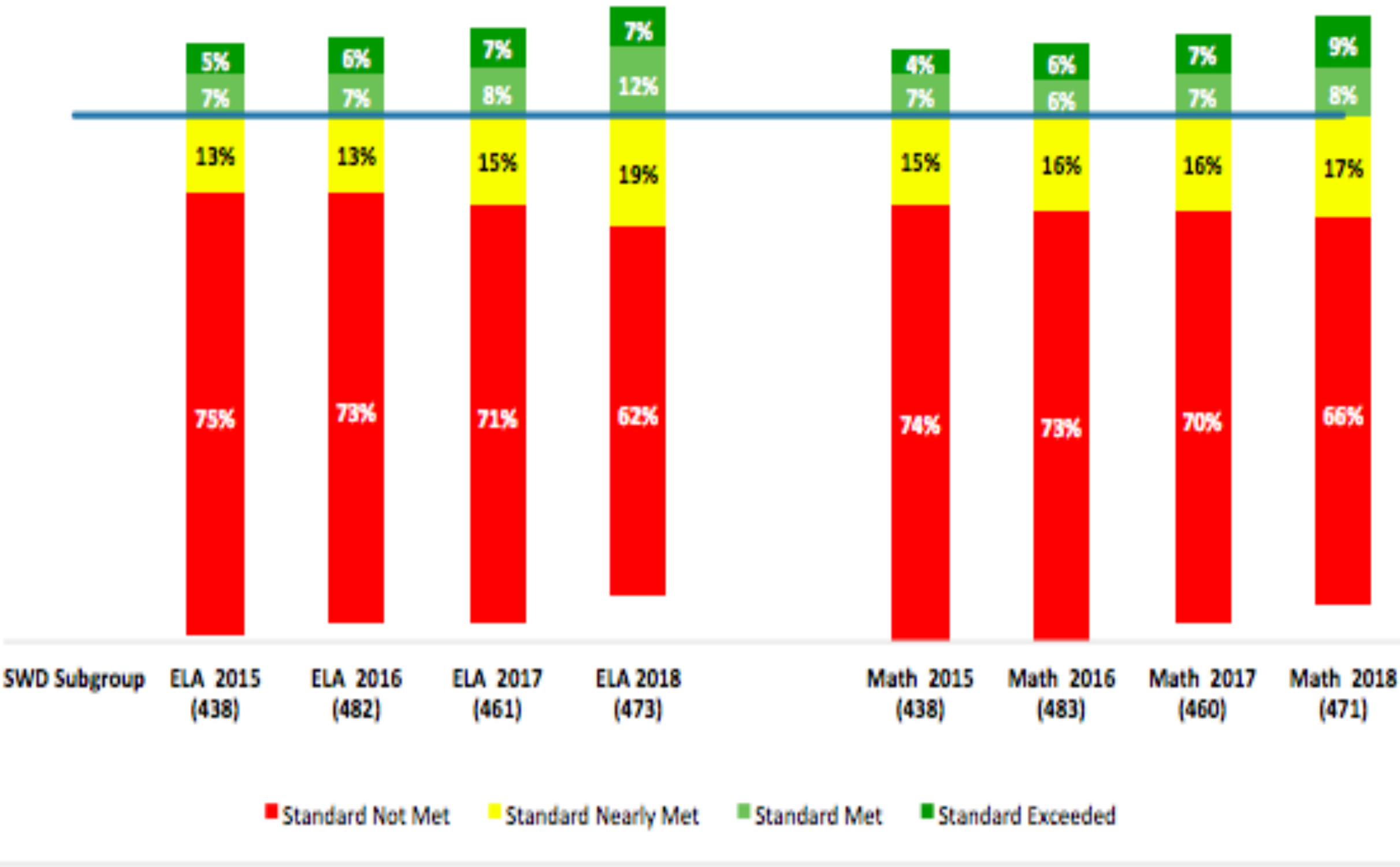
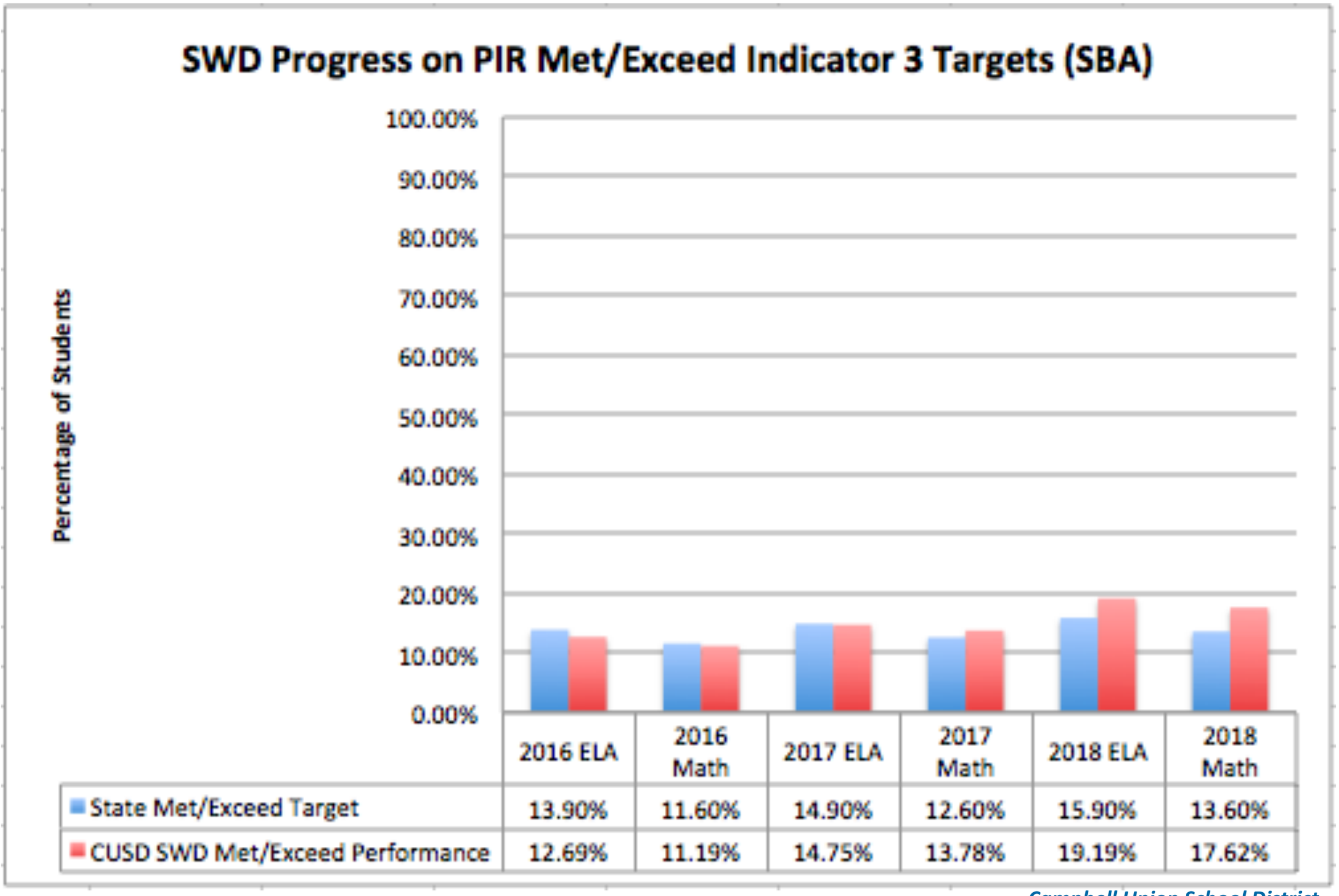
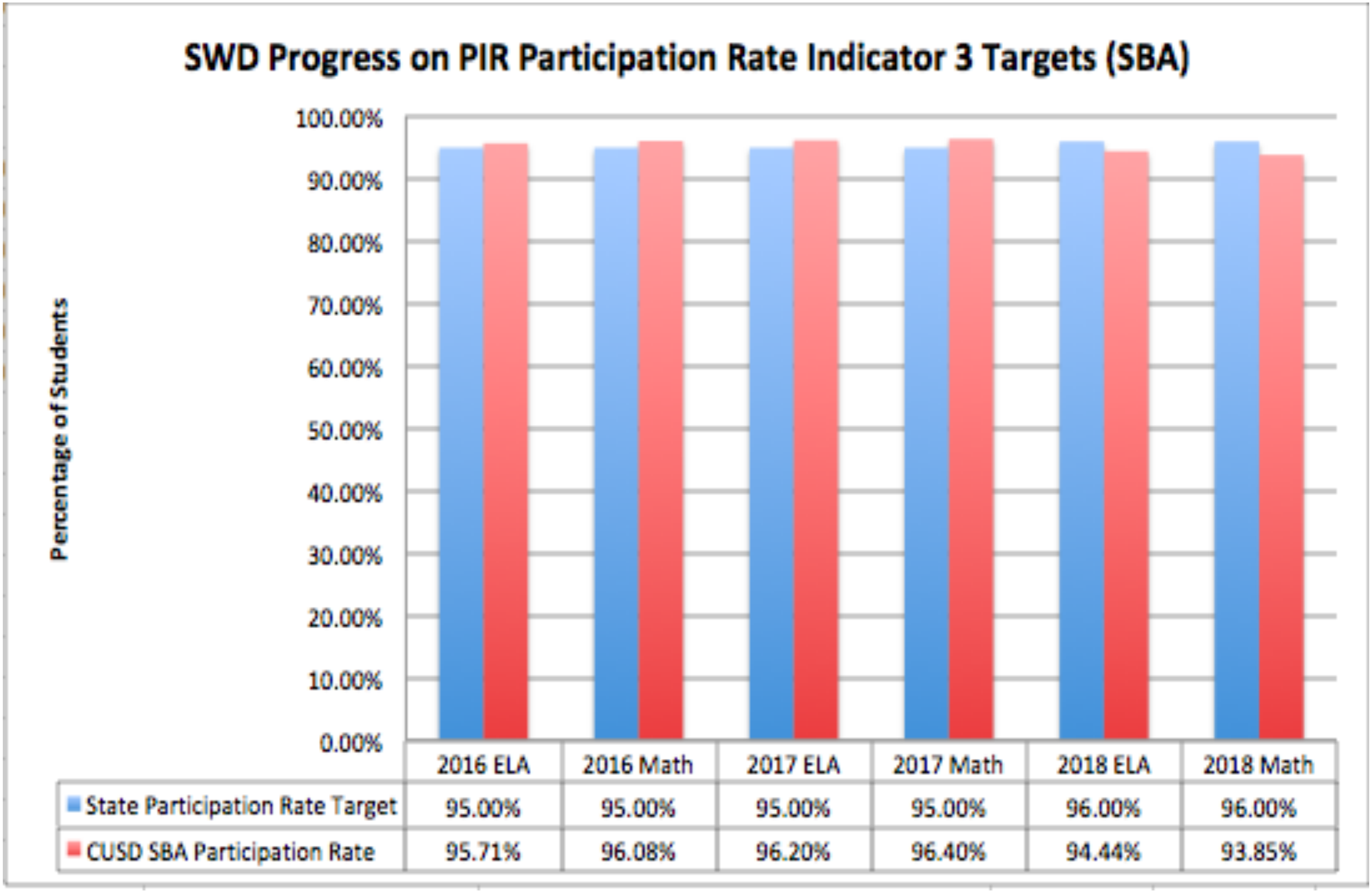
2015-2018 SBAC Achievement Bands (SWD Subgroup)



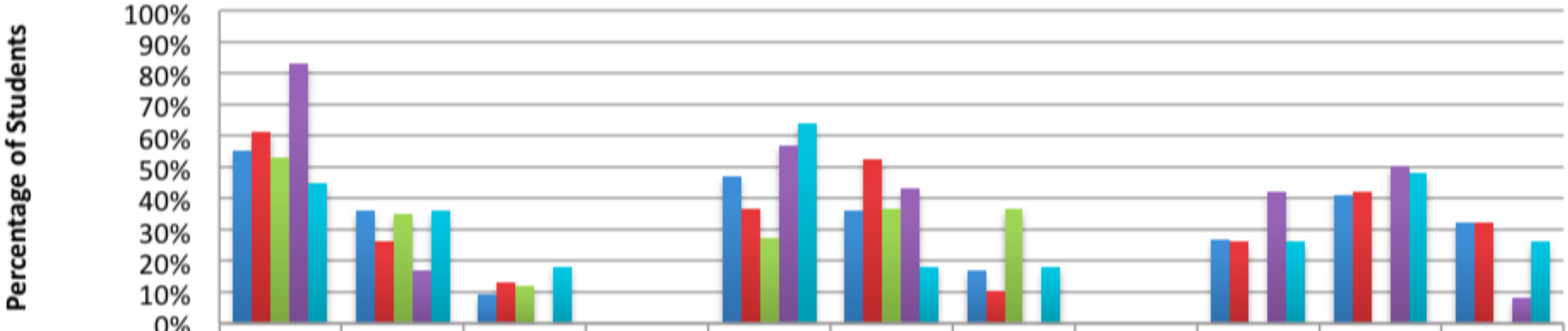
State Performance Indicator Review (PIR) for SWD



State Performance Indicator Review (PIR) for SWD



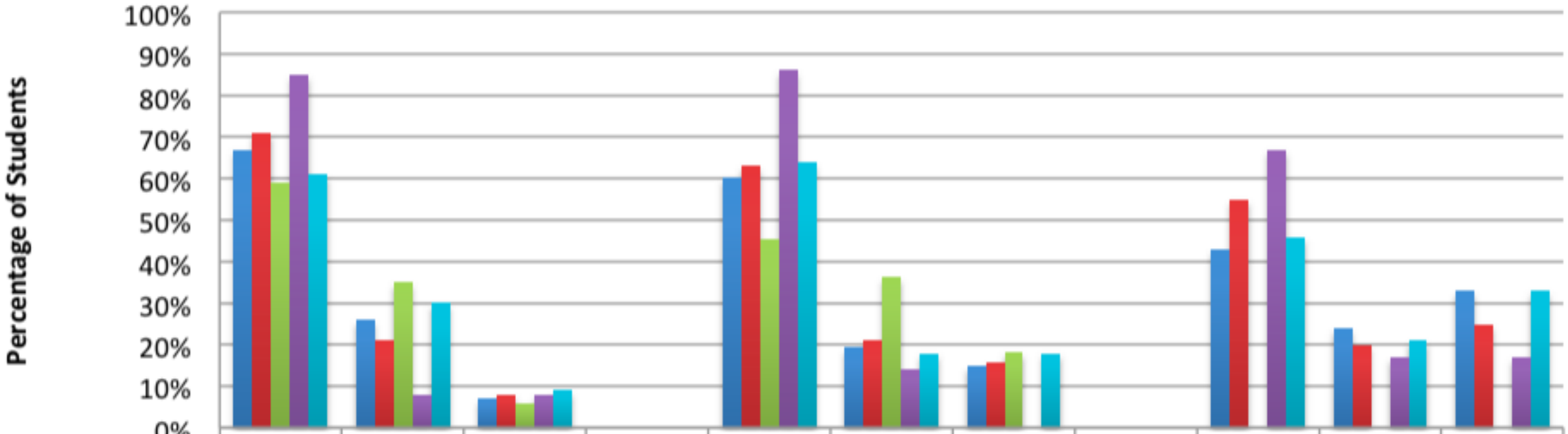
CAA 3 year Comparison (ELA)



	Level 1 (2016)	Level 2 (2016)	Level 3 (2016)		Level 1 (2017)	Level 2 (2017)	Level 3 (2017)		Level 1 (2018)	Level 2 (2018)	Level 3 (2018)
All (41)	55%	36%	9%		47%	36%	17%		27%	41%	32%
Hispanic (19)	61%	26%	13%		37%	53%	11%		26%	42%	32%
White **	53%	35%	12%		27%	36%	36%				
EL (12)	83%	17%	0%		57%	43%	0%		42%	50%	8%
SED (23)	45%	36%	18%		64%	18%	18%		26%	48%	26%

***Total number of White (2018) students tested was less than 10, data hidden for privacy by state*

CAA 3 year Comparison (Math)



	Level 1 (2016)	Level 2 (2016)	Level 3 (2016)		Level 1 (2017)	Level 2 (2017)	Level 3 (2017)		Level 1 (2018)	Level 2 (2018)	Level 3 (2018)
All (42)	67%	26%	7%		60%	19%	15%		43%	24%	33%
Hispanic (20)	71%	21%	8%		63%	21%	16%		55%	20%	25%
White **	59%	35%	6%		45%	36%	18%				
EL (12)	85%	8%	8%		86%	14%	0%		67%	17%	17%
SED (24)	61%	30%	9%		64%	18%	18%		46%	21%	33%

***Total number of White (2018) students tested was less than 10, data hidden for privacy by state*

SwD Next Steps

- Provide opportunities for students to take practice tests to identify and have students use accommodations needed on state assessments
- Ensure alignment between SpEd and GenEd teachers in the instructional program
- Refine collaboration with integrated and designated ELD instruction for SWD
- Increase use of targeted formative assessments for special education progress monitoring

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SwD Next Steps (continued)

- Develop a protocol specific to EL students prior to being referring for assessment
- Increase the number of bilingual special education staff
- SpEd Staff dissect and interpret IEPs with GenEd teachers
- Create a resource for GenEd teachers to understand the appropriate supports for various disabilities

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Middle School Math Data

- SBAC testing trend shows highest level of performance at 3rd grade and then the cohorts decline from year to year
- Overall proficiency rate of 49% must improve
- 8th grade math proficiency of 42% has been relatively flat for three years
- 6th–8th grade EL students tested last year, only 6% were proficient (24/445)
  - 80% are in the lowest proficiency band

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Response to Middle School Math Data

- Deep analysis with middle school teachers using improvement science strategies and student and teacher interviews to understand the problem.
- Engage teachers in research around best practice.
- Provide professional development to 6-8 grade teachers.
- Chromebook Web to 1 as a resource to meet individual needs.
- Aligning the work of one district TOSA to support middle school math program.
- Integrate more authentic learning tasks that go beyond the textbook.

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Questions??
Discussion