DISTRICT DATA REVIEW SPRING 2019

MAY 2, 2019

Instructional Services
Governing Board Presentation

Presentation Highlights

- View year end iReady data trends for all students, Special Ed. and English Learners (ELs)

- Discuss what the data tells us for each group

- Discuss DIBELS implementation and look at initial data

- Share examples of how schools are using and responding to data

- Discuss our goals around data and assessment moving forward

Campb

UNION SCHOOL DIS

System Wide Celebrations

- A renewed focus on data informed decision making

- Greater buy-in for iReady from teachers and students

- Standards based reporting in elementary

- DataZone tool allows us to use multiple measures

- DIBELS data gives us a tool to say how many students are on track to be readers

- MTSS teaming structure and protocol for data review: District/School/Teacher

Campb

UNION SCHOOL DIS

Spring 2018 ELA SBAC vs. 2019 ELA Predictive Proficiency
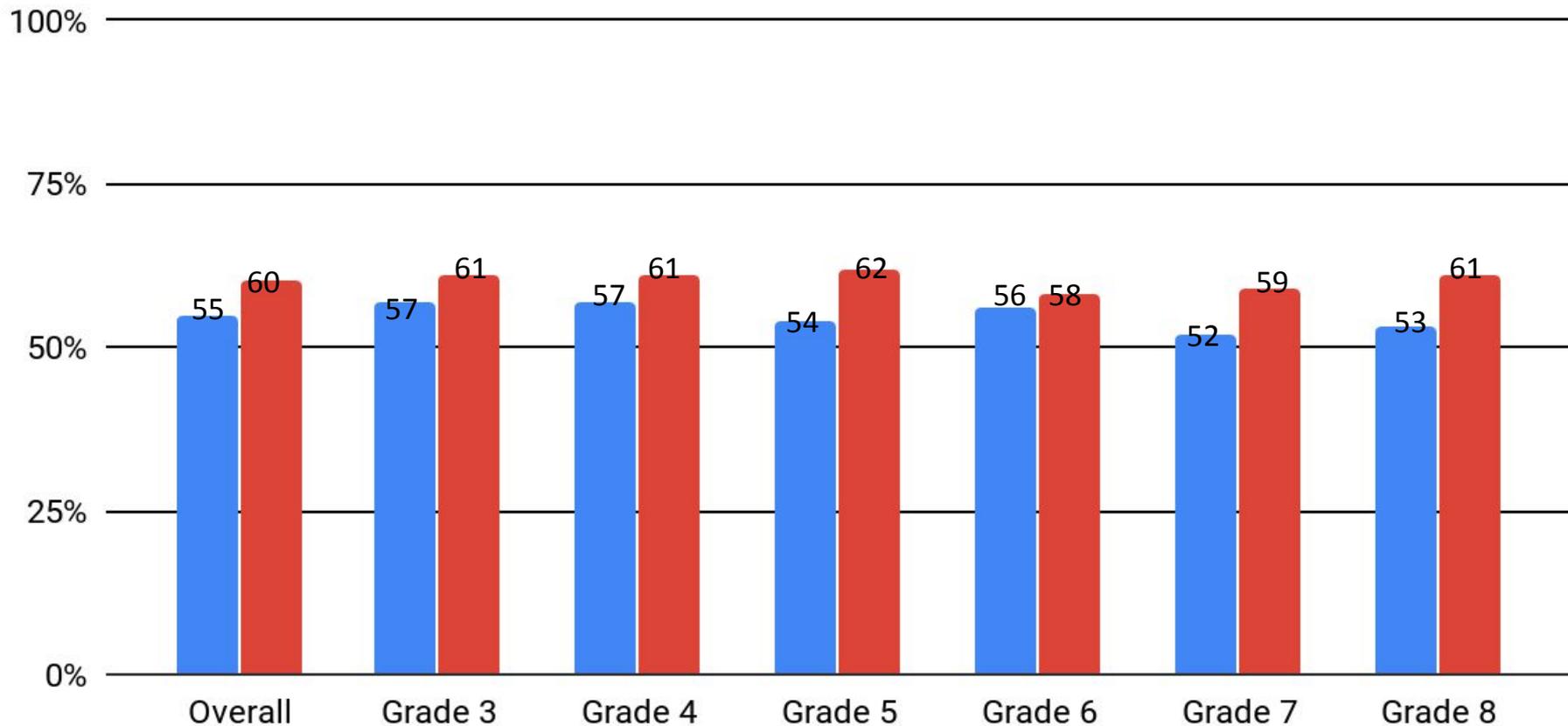
Spring 2018 MA SBAC vs. 2019 MA Predictive Proficiency

Legend:
- Spring 2018 SBAC
- 2019 Predictive Proficiency (+/-4)

Category	Spring 2018 SBAC	2019 Predictive Proficiency (+/-4)
Overall	50	54
Grade 3	64	65
Grade 4	43	53
Grade 5	44	48
Grade 6	49	63
Grade 7	42	46
Grade 8	42	47
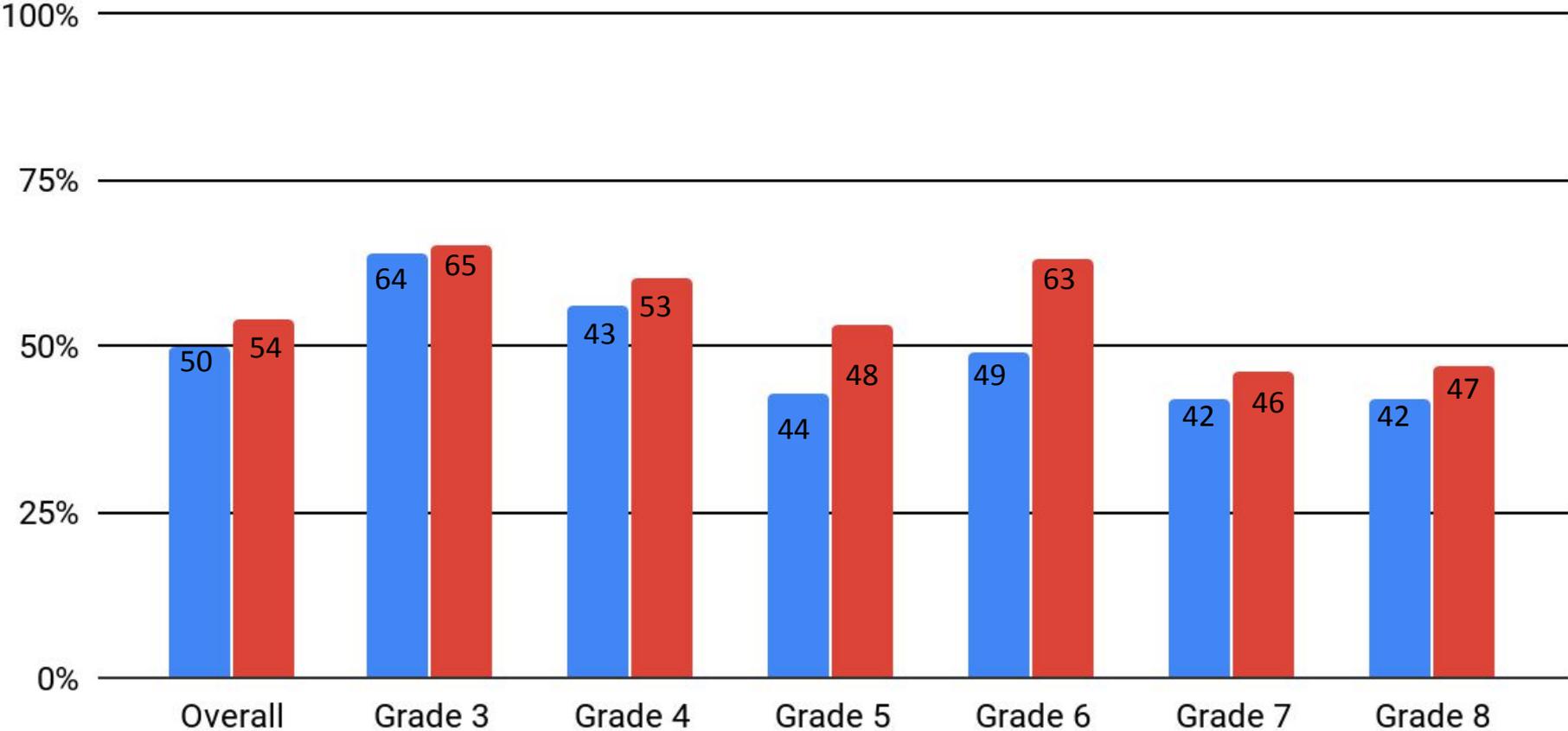
Cohort: 2018 ELA SBA vs. 2019 iReady ELA Predictive Proficiency
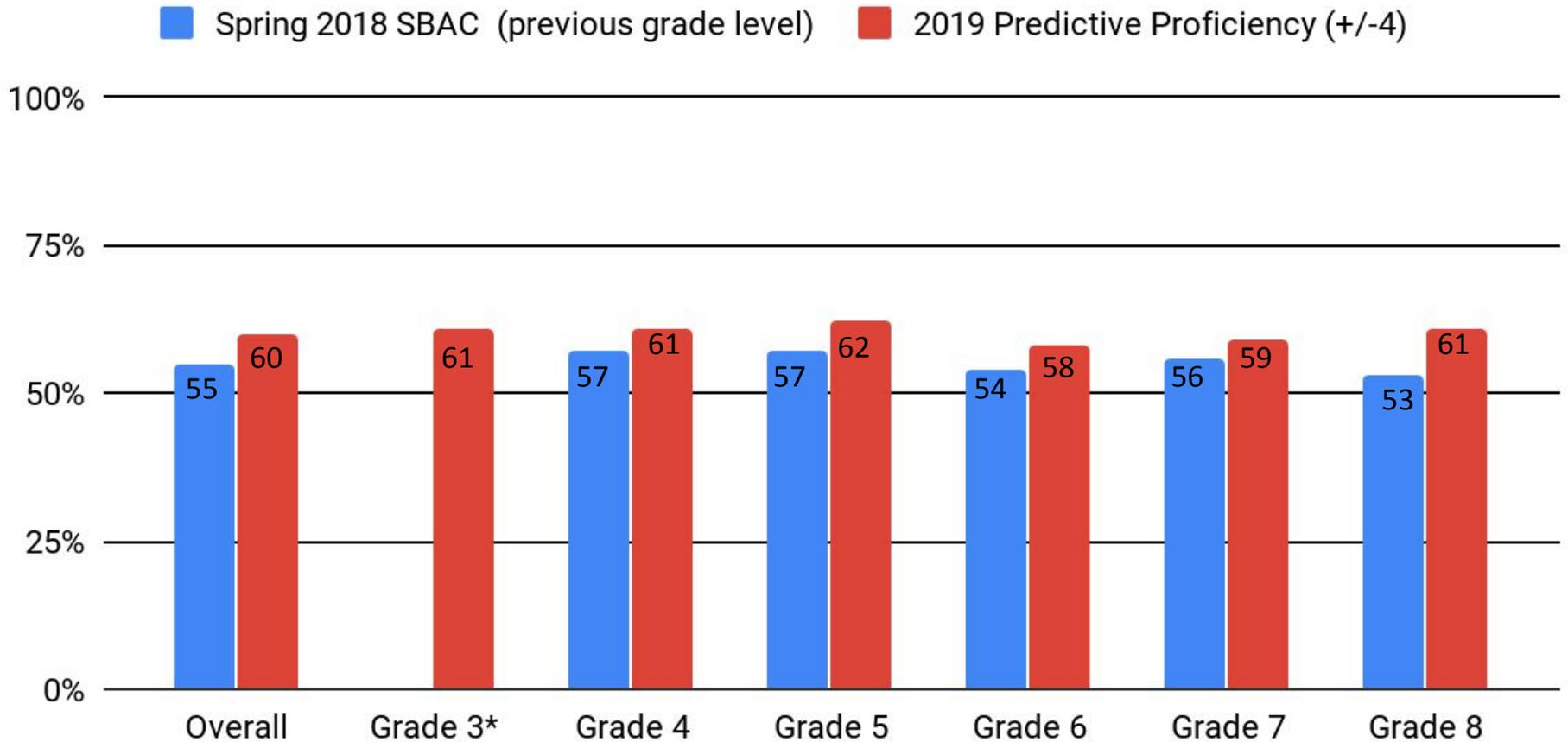
Legend:
- Spring 2018 SBAC (previous grade level) — blue
- 2019 Predictive Proficiency (+/-4) — red

Category	Spring 2018 SBAC	2019 Predictive Proficiency
Overall	55	60
Grade 3*		61
Grade 4	57	61
Grade 5	57	62
Grade 6	54	58
Grade 7	56	59
Grade 8	53	61

* Grade 3 only has one bar in this graph because in a cohort model, the students would have been second grade students in the spring of 2018 and did not participate in the SBAC testing.

Cohort: 2018 MA SBA vs. 2019 iReady Math Predictive Proficiency
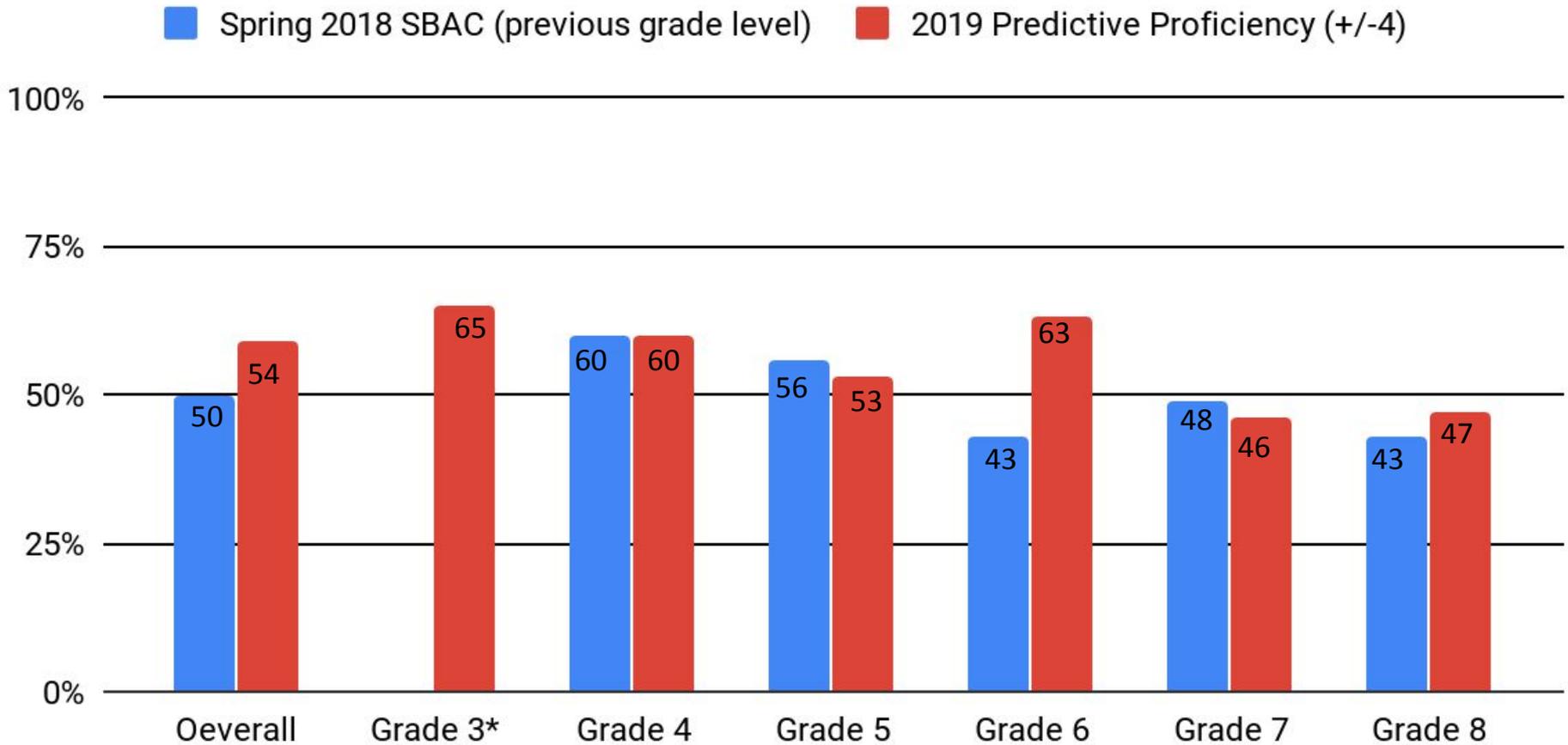
Legend: ■ Spring 2018 SBAC (previous grade level) ■ 2019 Predictive Proficiency (+/-4)

Category	Spring 2018 SBAC	2019 Predictive Proficiency
Oeverall	50	54
Grade 3*	—	65
Grade 4	60	60
Grade 5	56	53
Grade 6	43	63
Grade 7	48	46
Grade 8	43	47

* Grade 3 only has one bar in this graph because in a cohort model, the students would have been second grade students in the spring of 2018 and did not participate in the SBAC testing.

Diagnostic Proficiency ELA GR 2-5

At Risk for Tier 3
14% (From 26%)

Tier 2
25% (From 34%)

Tier 1
60% (From 40%)

Fall D1 (Elem)
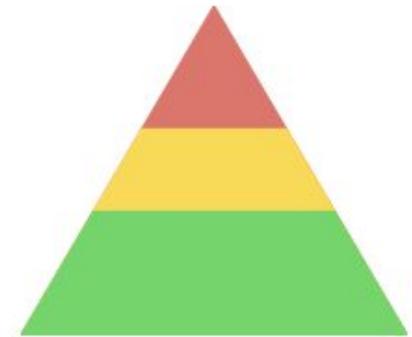
Spring D3(Elem)

	Fall D1	Spring D3
Tier 3 (2 or more grade levels below)	N = 856461	N = 461
Tier 2 (1 grade level below)	N = 1120	N = 823
Tier 1 (at or above grade level)	N = 1318	N = 1977

Due to rounding some totals will be less than 100%

Diagnostic Proficiency MA GR 2-5
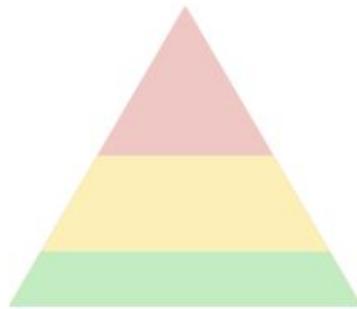
Fall D1 (Elem)

- **At Risk for Tier 3**
  10% (From 25%)

- **Tier 2**
 **30%** (From 42%)

- **Tier 1**
  59% (From 33%)
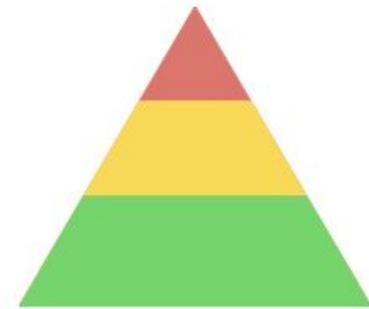
Spring D3(Elem)

|	**Fall D1**	**Spring D3**
Tier 3 (2 or more grade levels below)	N = 830	N = 332
Tier 2 (1 grade level below)	N = 1394	N = 995
Tier 1 (at or above grade level)	N = 1095	N = 1958

Due to rounding some totals will be less than 100%

Diagnostic Proficiency ELA GR 6-8
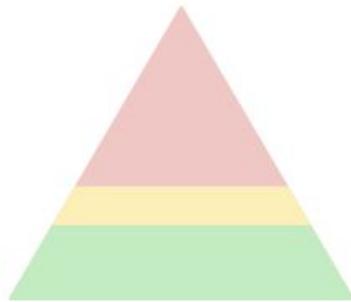
Fall D1 (MS)

- **At Risk for Tier 3**
  33% (From 38%)

- **Tier 2**
  18% (From 18%)

- **Tier 1**
  50% (From 44%)
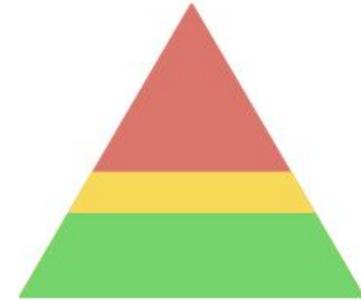
Winter D2 (MS)

	Fall D1	**Winter D2**
Tier 3 (2 or more grade levels below)	N = 743	N = 645
Tier 2 (1 grade level below)	N = 352	N = 352
Tier 1 (at or above grade level)	N = 860	N = 977

Due to rounding some totals will be less than 100%

Diagnostic Proficiency MA GR 6-8
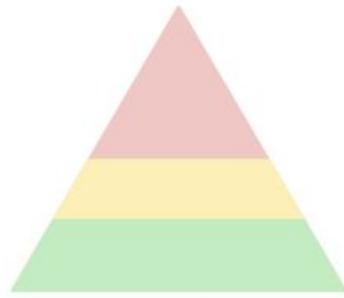
Fall D1 (MS)

- **At Risk for Tier 3**
  24% (From 29%)

- **Tier 2**
  26% (From 27%)

- **Tier 1**
  50% (From 44%)
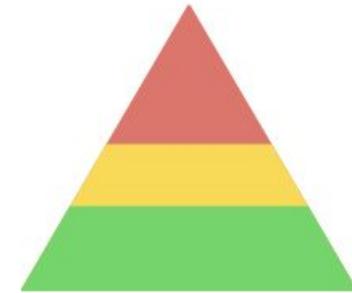
Winter D2 (MS)

	Fall D1	Winter D2
Tier 3 (2 or more grade levels below)	N = 559	N = 462
Tier 2 (1 grade level below)	N = 520	N = 501
Tier 1 (at or above grade level)	N = 848	N = 964

Due to rounding some totals will be less than 100%

iReady Data Tells Us What We Are Doing Well

- Our literacy efforts are beginning to show in elementary school with stronger phonics and phonological awareness scores in the lower grades

- We decreased the percentage of students in the red (2 or more grade levels below) in math by 26% over the year and this growth can be attributed to the significant gains made by our Elementary Title I schools

Decreased by:

BLK: 25%   ROS: 27%

CAS: 15%   SO: 20%

LYN: 17%

iReady Data Tells Us Where We Need To Improve

- Math proficiency continues to decline in 6-8th grades.
  - Strategic math intervention beginning in 5th grade
  - Middle school schedules to accommodate additional math support
  - High Quality math professional development with an emphasis on meeting needs of most struggling learners
  - Math Coach hired
- Our literacy growth and proficiency slows in 5th grade and beyond due to students still struggling with phonological awareness and vocabulary.
  - Reading Intervention with the right curriculum is being used to fill gaps
  - Need for additional training for teachers/Ed. Associates

Campb
UNION SCHOOL DIS

Diagnostic Proficiency ELA GR 2-5 SWD

ELA iReady Diagnostic Results GR 2-5 SWD Fall

14.6%

20.8%

64.6%
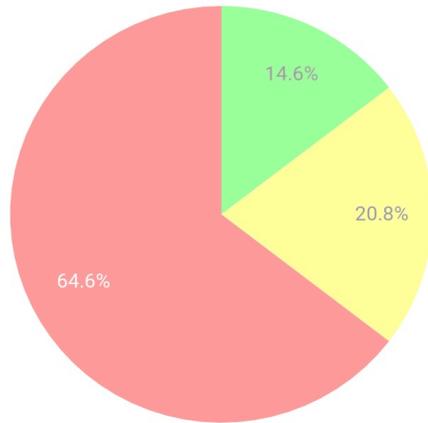
- At risk Tier 3: 54% (From 64.4%)

- Tier 2 21% (From 20.8%)

- Tier 1 25% (From 14.6%)

ELA iReady Diagnostic Results GR 2-5 SWD Spring

25.0%

54.0%

21.0%
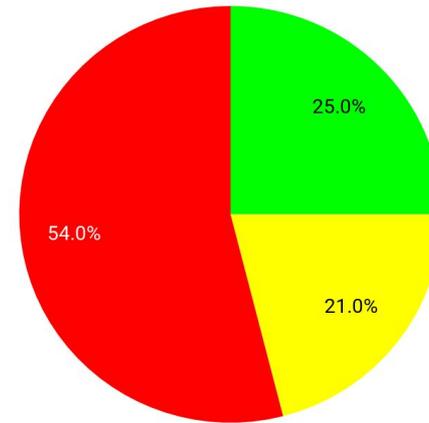
	Fall D1	**Spring D3**
Tier 3 (2 or more grade levels below)	N = 216	N = 152
Tier 2 (1 grade level below)	N = 69	N = 60
Tier 1 (at or above grade level)	N = 48	N = 69

Due to rounding some totals will be less than 100%

Diagnostic Proficiency MA GR 2-5 SWD

MA iReady Diagnostic Results GR 2-5 SWD Fall
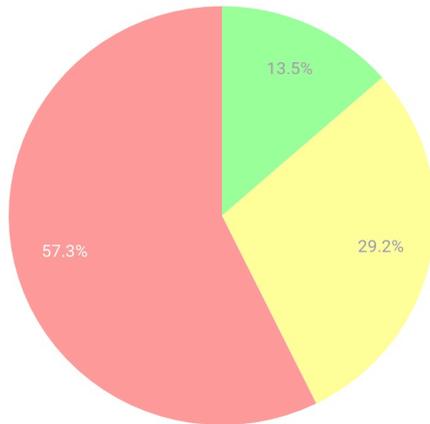
- At risk for Tier 3
40% (From 57.3%)

- Tier 2
33% (From 29%)

- Tier 1
27% (From 13.5%)

MA iReady Diagnostic Results GR 2-5 SWD Spring
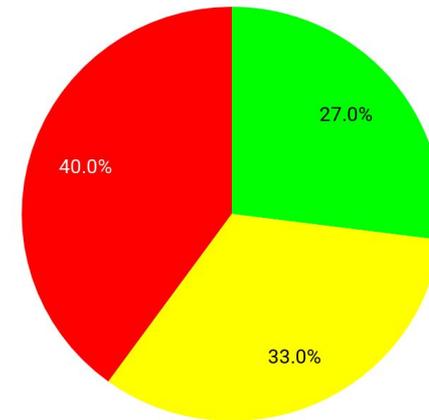
	Fall D1	Spring D2
Tier 3 (2 or more grade levels below)	N = 192	N = 123
Tier 2 (1 grade level below)	N = 100	N = 100
Tier 1 (at or above grade level)	N = 46	N = 81

Due to rounding some totals will be less than 100%

Diagnostic Proficiency ELA GR 6-8 SWD

ELA iReady Diagnostic Results GR 6-8 SWD Fall
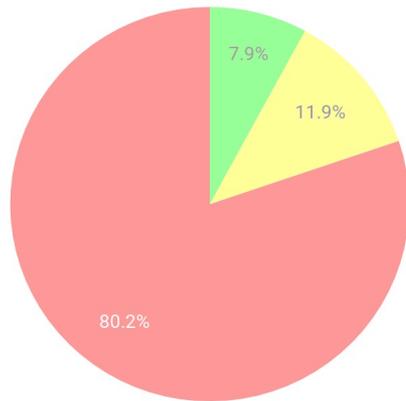
- At risk for Tier 3
71% (From 80%)

- Tier 2
17% (From 12%)

- Tier 1
12% (From 8%)

ELA iReady Diagnostic Results GR 6-8 SWD Winter
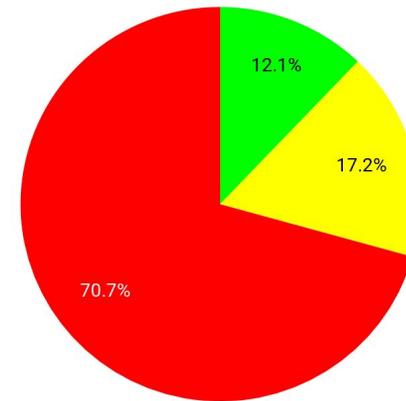
	Fall D1	Winter D2
Tier 3 (2 or more grade levels below)	N = 181	N = 181
Tier 2 (1 grade level below)	N = 45	N = 45
Tier 1 (at or above grade level)	N = 32	N = 32

Due to rounding some totals will be less than 100%

Diagnostic Proficiency MA GR 6-8 SWD

MA iReady Diagnostic Results GR 6-8 SWD Fall
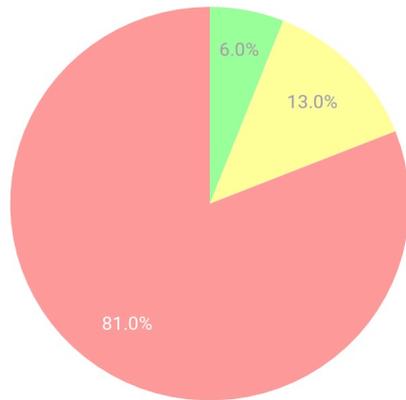
- At risk for Tier 3
75% (From 81%)

- Tier 2
15% (From 13%)

- Tier 1
10% (From 6%)

MA iReady Diagnostic Results GR 6-8 SWD Winter
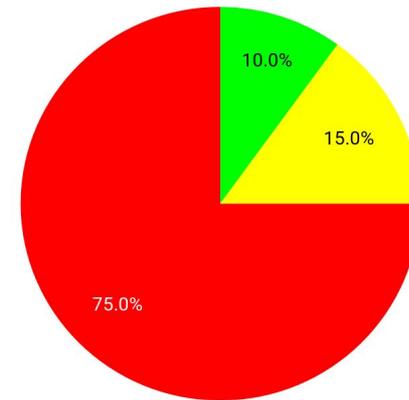
	Fall D1	Winter D2
Tier 3 (2 or more grade levels below)	N = 231	N = 209
Tier 2 (1 grade level below)	N = 36	N = 42
Tier 1 (at or above grade level)	N = 18	N = 28

Due to rounding some totals will be less than 100%

Special Ed. Data Tells Us What We Are Doing Well

- The percentage of students who are at or above grade level increased from D1 to D3 at every school in both ELA and math.

- The percentage of students in the red (2 or more years below grade level) decreased at almost every elementary school in both ELA and math.

- Where collaboration between GenEd and SpEd is stronger, we are seeing site data that reflects moving more students out of the red.

- Some ELA growth can be attributed to the implementation of Sonday Systems

Special Ed. Data Tells Us Where We Need To Improve

- Like General Ed, data tells us students struggle more in middle school in both ELA and Math

- We need more concentrated integration between GenEd and SpEd to ensure students are receiving the supports they need to access grade level content

- RTI systems need more focus on SpEd Integration

- We need to examine mild/moderate SDC data separate from the all SWD

- We need to include other common assessment data to measure SWD growth

English Learner Cohort Data

- Comparing a group of students that were English Learners (ELs) in October and still are in CUSD
- Some of those identified are now Reclassified English Proficient (RFEP) Students
- Looking at Typical Growth Targets as set by iReady
- Diagnostics included ELs who took the assessment in both diagnostic testing periods
- Only comparing students that assessed in both Diagnostic 1 and 2 for Middle Schools and Diagnostic 1 and 3 for Elementary Schools
- 100% growth doesn't always necessarily mean at grade level, if an EL started below grade level
- This is only one measure used to track progress

English Learners in Reading Based on Annual Typical Growth in iReady - Districtwide

# of ELs in Cohort	No Growth or Score Decreased	1% Growth to 50% Growth	51% Growth to 99% Growth	Annual Expected Growth Goal 100% - 120% Growth	Stretch Goal 121% Growth or Higher
Total - 1,456	Total - 249 (17%)	Total - 237 (16%)	Total - 302 (21%)	Total - 131(9%)	Total - 537 (37%)

English Learners in Math Based on Annual Typical Growth in iReady - Districtwide

# of ELs in Cohort	No Growth or Score Decreased	1% Growth to 50% Growth	51% Growth to 99% Growth	Annual Expected Growth Goal 100% - 120% Growth	Stretch Goal 121% Growth or Higher
Total - 1,474	Total - 223 (15%)	Total - 265 (18%)	Total - 359 (24%)	Total - 167 (11%)	Total - 460 (31%)

EL Data Trends

- 45% of ELs met the 100% annual target or higher in reading and 42% in math

- At the middle schools 41% (141/341) of ELs met the 100% annual target or higher in reading and 39% (124/322) in math

- At the elementary schools 47% (527/1,115) of ELs met the 100% annual target or higher in reading and 44% in math (503/1,152)

- The students who are at or above proficiency for their grade level and reached the level of proficiency on the ELPAC have reclassified this year or most likely will in May

EL Data Tells Us Where We Need To Improve

- More targeted emphasis needed to address needs of LTELs* - 30% of our ELs at the middle schools didn't make any progress or declined in reading and 34% in math

- 21% of our ELs district-wide were in the 51 - 99% of meeting annual target in Reading and 24% in math

- We need to learn from our best practices

  - Met or exceeded the annual growth target:

  - Reading RHMS - 55%; BLK - 54%; ML - 53%; LYN - 50%

  - Math -FH - 58%; CAP - 51%; BLK - 47%; ROS - 46%

*LTEL=Long Term English Learner

UNION SCHOOL DIS

Site Specific Commitments to Support ELs

- BLK - Frequent PLC Time; .5 ELD TOSA; Site ELD PD

- CSI - After school classes to support ELs; Rover used to release teachers to observe ELA lesson with GLAD strategies (effective strategies for ELs)

- CAP - Additional certificated teacher for upper grade Designated ELD; Additional Instructional Aide to support Designated ELD Classes

- CAS - .5 ELD TOSA; After school classes to support ELs; Site ELD PD

- FH - An additional teacher to provide writing instruction and designed ELD support with classroom teachers

Some Site Specific Decisions to Support ELs

- LYN - Hourly certificated teacher supporting Integrated & Designated ELD; Ongoing collaboration with classroom teachers

- ML - Additional writing classes for ELs; Small group instruction in 4th & 5th grade for all students, including ELs focusing on foundational skills

- ROS - Math specific certificated teacher in 4th & 5th; Language dives in Designated ELD to support expeditions; Support teachers focusing on ELs in primary grades

Some Site Specific Decisions to Support ELs

- SO - Establishment of Task Force; Dual Language Consultant; 2 days of GLAD demonstration lessons & professional development (PD) ; Soluciones Conference

- VIL - PD for Designated ELD Teacher

- MMS - AVID and AVID Excel, TOSA mentoring for ELs

- RHMS - Writing with Design; Monitoring of LTELs through the Tier 2 Team; strategically placing EL students with highly skilled teacher

Why Dibels?

- Universal Screener compliant with Dyslexia Law

- More comprehensive Information provided to teachers to help them fill specific skill gaps

- Progress monitoring tools designed to more frequently track student progress using the appropriate assessments

- Tied closely to our new CKLA curriculum

- Takes less teacher time to administer

- Helps us move away from more subjective tests which only provide us with reading levels

Campb

DIBELS Reading Data (K-2)

Grade Level	Number of Students Tested (Beginning of Year)	Number of Students Tested (Middle of Year)
Kindergarten (out of 934 students)	352	347
1st Grade (out of 780 students)	239	262
2nd Grade (out of 824 students)	119	158
Total (out of 2538 students)	710	767

DIBELS Data (K-2)

Percentage of Students At or Above Benchmark

Legend:
- Beginning of Year (light blue)
- Middle of Year (dark blue)

Categories: Kindergarten, 1st Grade, 2nd Grade

Y-axis: 0% to 100% (gridlines at 25%, 50%, 75%, 100%)
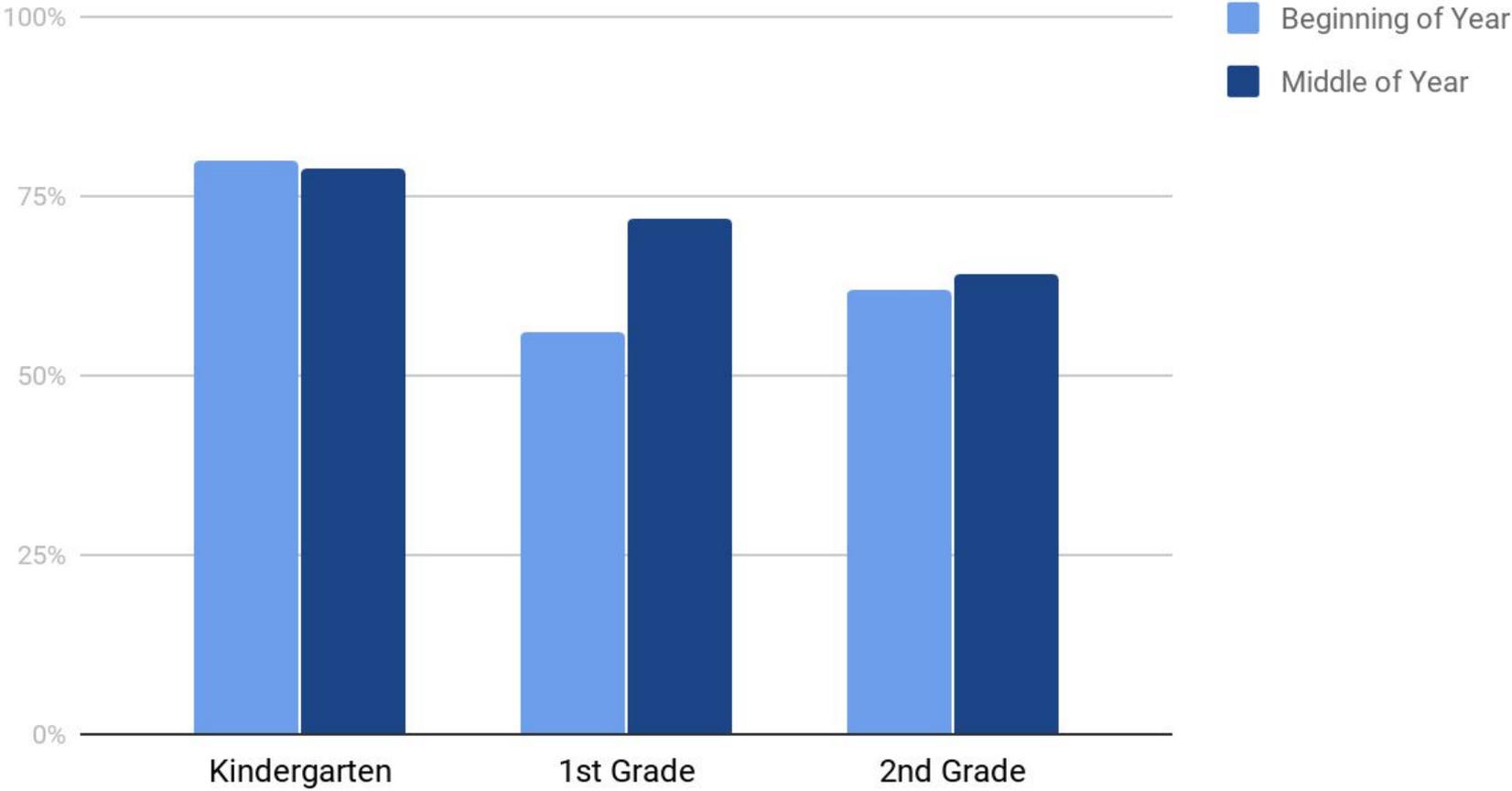
DIBELS Data Trends

In Looking at Middle-of-Year DIBELS Data...

- The percentage of students at or above grade level decreases each year from kindergarten to 2nd grade

- There is significant growth between the beginning and middle of year in 1st grade (+16%)

- In 1st grade, the number of students performing at/above grade level is less when compared to kindergarten (-5%)

DIBELS Data: Next Steps in Assessment

- Determine, with teacher input, if 2nd grade will use DIBELS whole class or only with students below grade level on iReady

- Complete training of all K-2, Resource Specialist, and Reading Intervention teachers in DIBELS by the beginning of the 2019-2020 school year

- Train teachers in using DIBELS to monitor the progress of their most at-risk students between benchmark periods

- Educate all DIBELS-users on the reports and instructional tools available to support early intervention in the classroom

Best Practices Leading to the Greatest Impact

- High expectations of staff and students
- Collective teacher efficacy (Collaboration)
- Placing ELs with most qualified teachers
- Rigorous curriculum and instruction
- Co-Teaching with qualified staff members
- Intensive and targeted on-going professional development
- Strong RTI programs based strategically on student skill gaps

UNION SCHOOL DIS

Next Steps: Data and Assessment

- PD aligned to our work as PLCs: Solution Tree
- Deeper learning around standards based assessment with teachers
- Administrative assessment calendar with common data protocol for all schools/district
- Continued training on how to use the data to respond to student needs
- Presenting multiple measures of data to our stakeholders (grades, attendance, behavioral, profile of a graduate competencies)