Quarter One: 2018-19 Student Achievement Lag Data Review

Board of Education Meeting

September 19, 2019

SMMUSD Cycle of Inquiry

Q4 LCAP Process

Q1 Lag Metrics

Student Learning

Q3 Lead Metrics

Q2 Lead Metrics
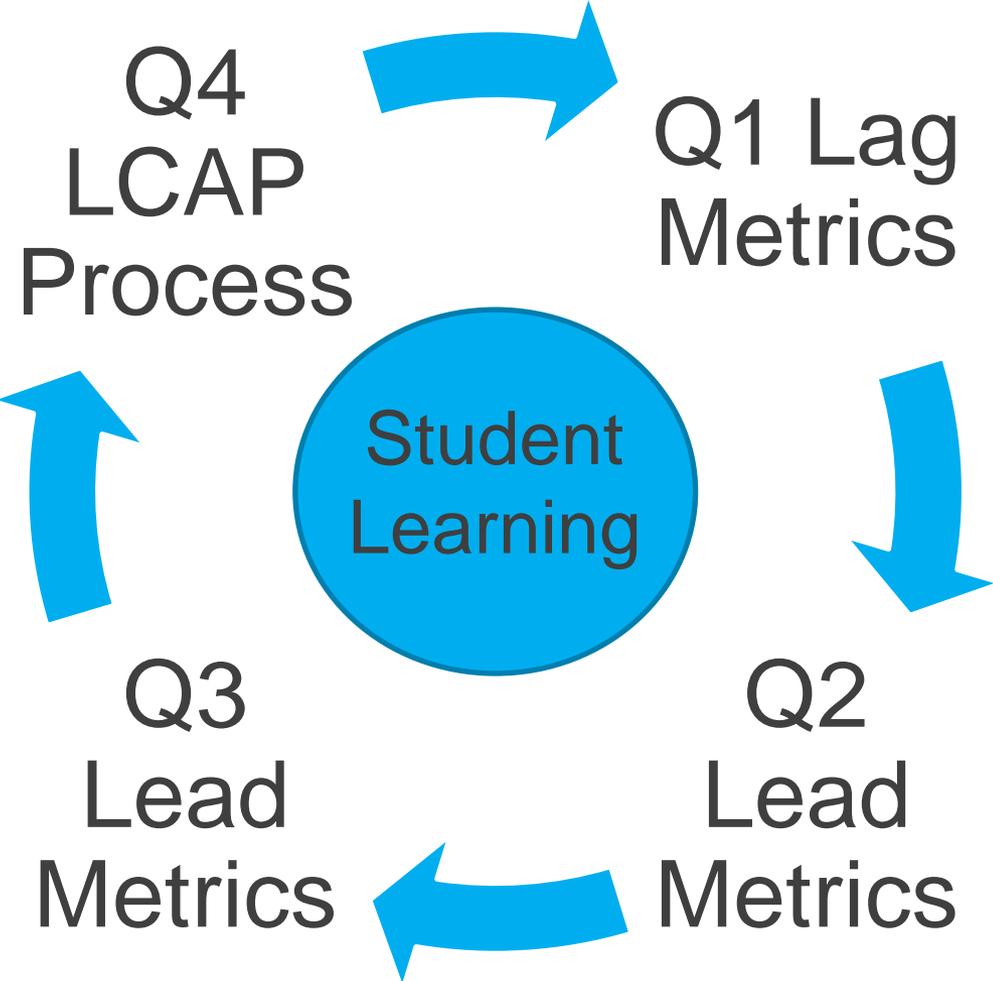
Goal 1-3: Lag Metrics

Lag Metrics

Goal One

- CAASPP ELA and Math
- AP course enrollment
- Students passing one or more AP exams (3+)
- Senior Exit Survey

Goal 2

- Annual reclassification of English Learners
- ELPAC summative score report

Goal 3

- Student engagement survey
- Attendance Rates

Q1: Initial Findings

Areas of Success: ELA

- Gr 11 continued strong performance (80% met/exceeded)

- AA and Hispanic students posted 6-point gains overtime, outpacing other racial/ethnic other groups

- Socio-economically disadvantaged students posted a 6-point gain over time

- Reclassified 7.8% of ELs by March 2019 (73/888)

- 80% of English Learners scored a 3 or 4 on ELPAC

Areas of Need: ELA

- Overall ELA growth has stalled for the past three years

- Grade 8 posted lower ELA scores than other grade levels for past 4 years

- Significant % of ELs and SWD continue to not meet standards

- Significant % of Latinx and African American/Black students do not meet standards

Q1: Initial Findings

Areas of Success: Math

- Grades 3 and 4 continue to post met/exceeded rates above 70%

- African American students posted an 8-point gain in math outpacing other racial/ethnic groups

- Student of two or more races posted a 7-point gain over time.

Areas of Need: Math

- Overall, performance in Math continues to lag behind ELA

- Decline in Math performance begins in 5th grade, with met/exceeded rates of high 60s

- Middle and high school math performance rates continue to post in the mid 50s

- Significant % of ELs and SWD continue to not meet standards

- Significant % of Latinx and African American/Black continue to not meet standards

Q1: Initial Findings

Areas of Success:

- Students report being satisfied or very satisfied with the variety and access to AP and dual enrollment courses

- AP pass rates are higher that in previous years

Areas of Need:

- Students continue to report being less cognitively engaged as they progress to higher grade levels

- AP course participation rates for African American/Black, Latinx, SED, SPED, and EL subgroups are not representative of their overall enrollment and rates show little movement for all groups

Q1: Promising Staff Practices

- School Leadership Teams (SLT) review district and site based data and to deepen the implementation of their strategic focus and determine how to support Math

- Continue to provide Teacher Teams (PLCs) opportunities to design and implement lessons that are followed by a systematic review of evidence of student learning to reflect and identify effective instructional practices

- Development of Math modules to implement a systematic tiered intervention program that supports students' mathematics achievement

Q1: Promising Staff Practices

- Provide opportunities for vertical articulation across the district in ELA, Math, and HSS

- Continue to provide professional development on integrated and designated ELD

- Continue to provide targeted professional development in the implementation of academic language development strategies and targeted instruction

- Continue to implement Learning Walks to observe instruction and provide targeted feedback

- Maintain current focus on integration of the Social Justice standards in our curriculum guides, expansion of Project Based Learning and implementation of Restorative Justice

Q1: Considerations for Next Steps

- Explore CDE's forthcoming update of IABs so more focused units can be used (when available) for math

- Monitor the implementation of designated ELD and provide feedback on instructional practice

- Incorporate professional development that addresses the unique needs of Standard English Learners

- Re-evaluate our existing systems and structures to ensure all resources are maximized

SMMUSD Achievement Dashboard:

smmusd-dashboard.herokuapp.com

Thank you

Goal 1 Lag Metrics

Appendix A

# CAASPP data

- **District-wide: Overall**
  - Percent Met/Exceeded ELA and Math
  - ELA Performance Levels
  - Math Performance Levels

- **District-wide: Disaggregated**
  - Percent Met/Exceeded by Grade Levels
  - Percentage Met/Exceeded by Language Proficiency
  - Percentage Met/Exceeded by Race/Ethnicity
  - Percentage Met/Exceeded by Other Subgroups

2016 — 2019 CAASP Percent Met/Exceeded Standard All Students

ELA
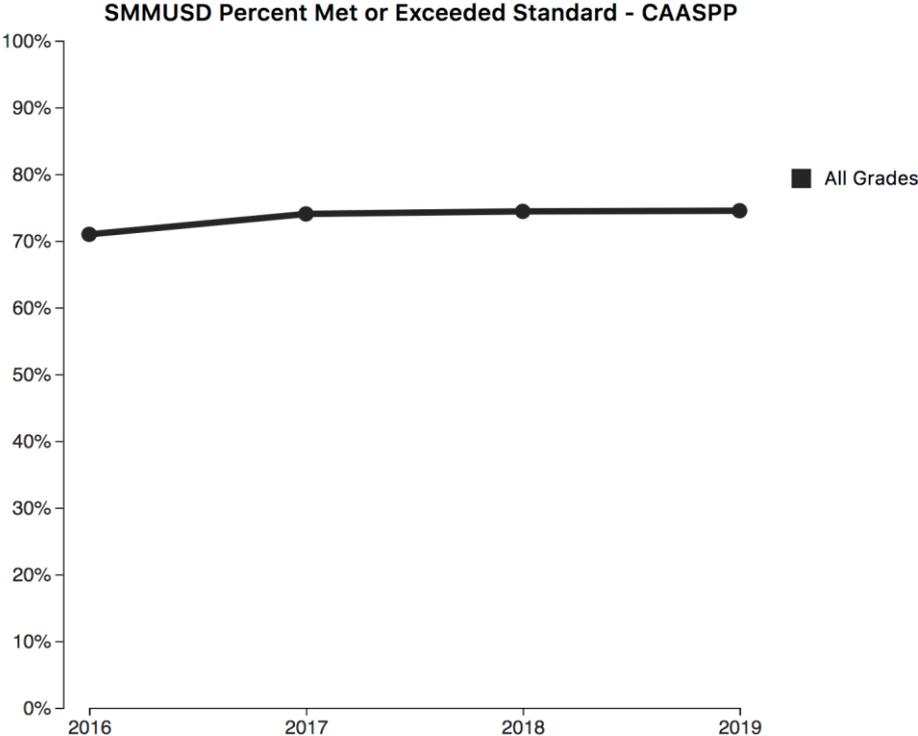
Math
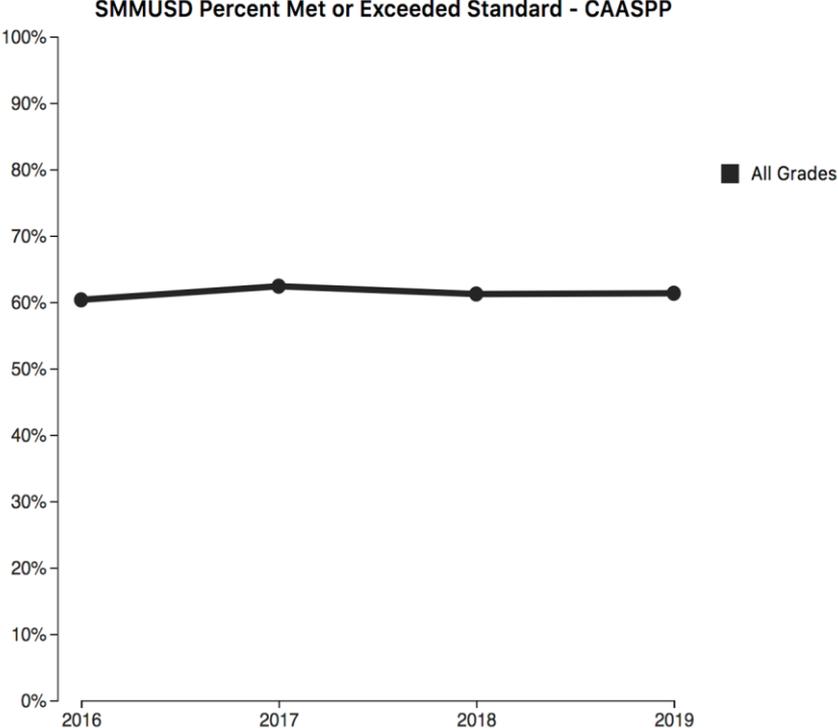
2016 — 2019 CAASP Percent Met/Exceeded Standard All Students

	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
ELA	71%	5700	74%	5686	74%	5459	74%	5276
Math	60%	5706	62%	5675	61%	5488	61%	5289

2019 CAASP ELA and Math Performance Levels
All Students
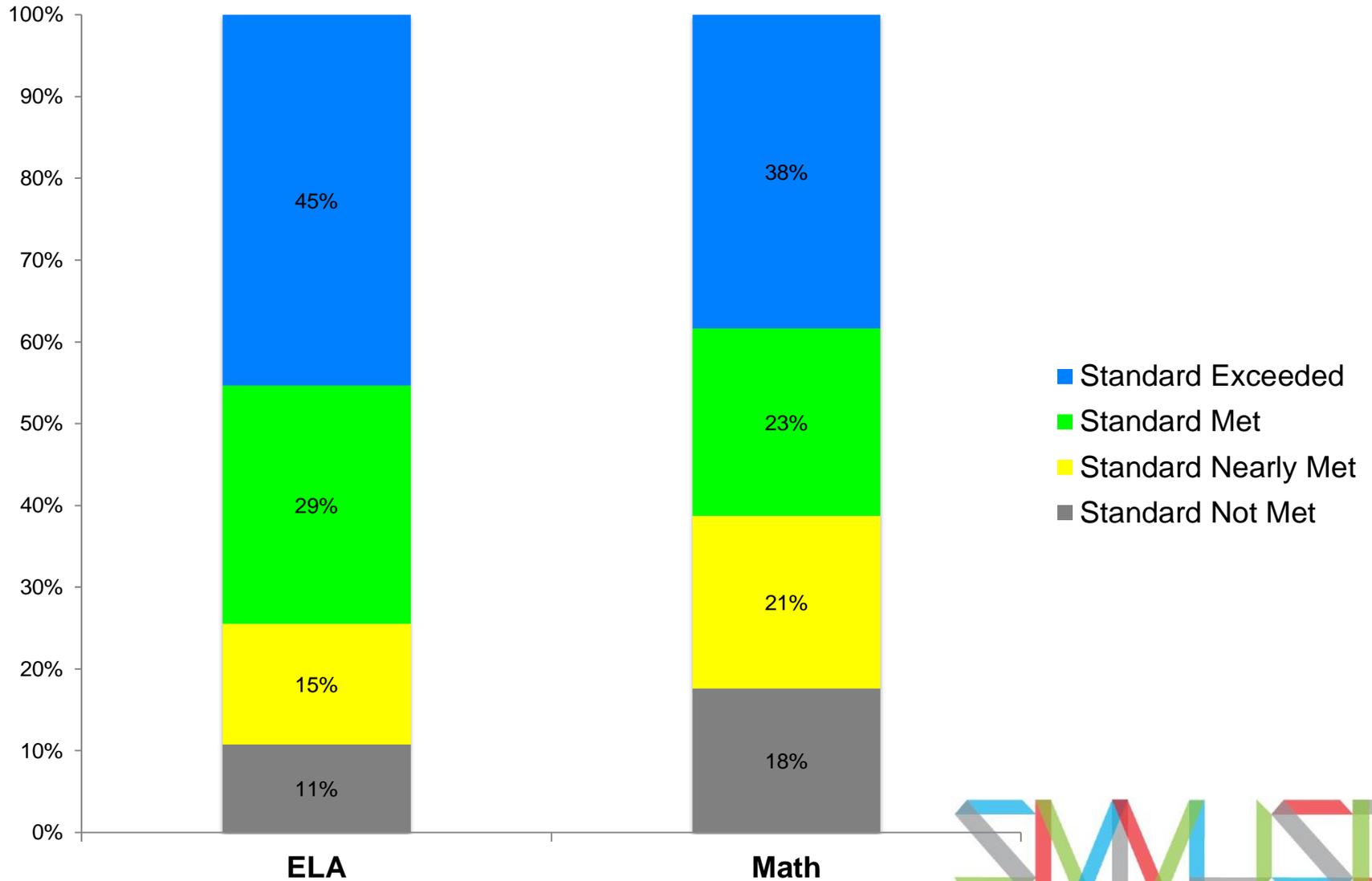
2019 CAASP ELA and Math Performance Levels
All Students

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
ELA	45%	29%	15%	11%	5276	5805
Math	18%	21%	23%	38%	5289	5805
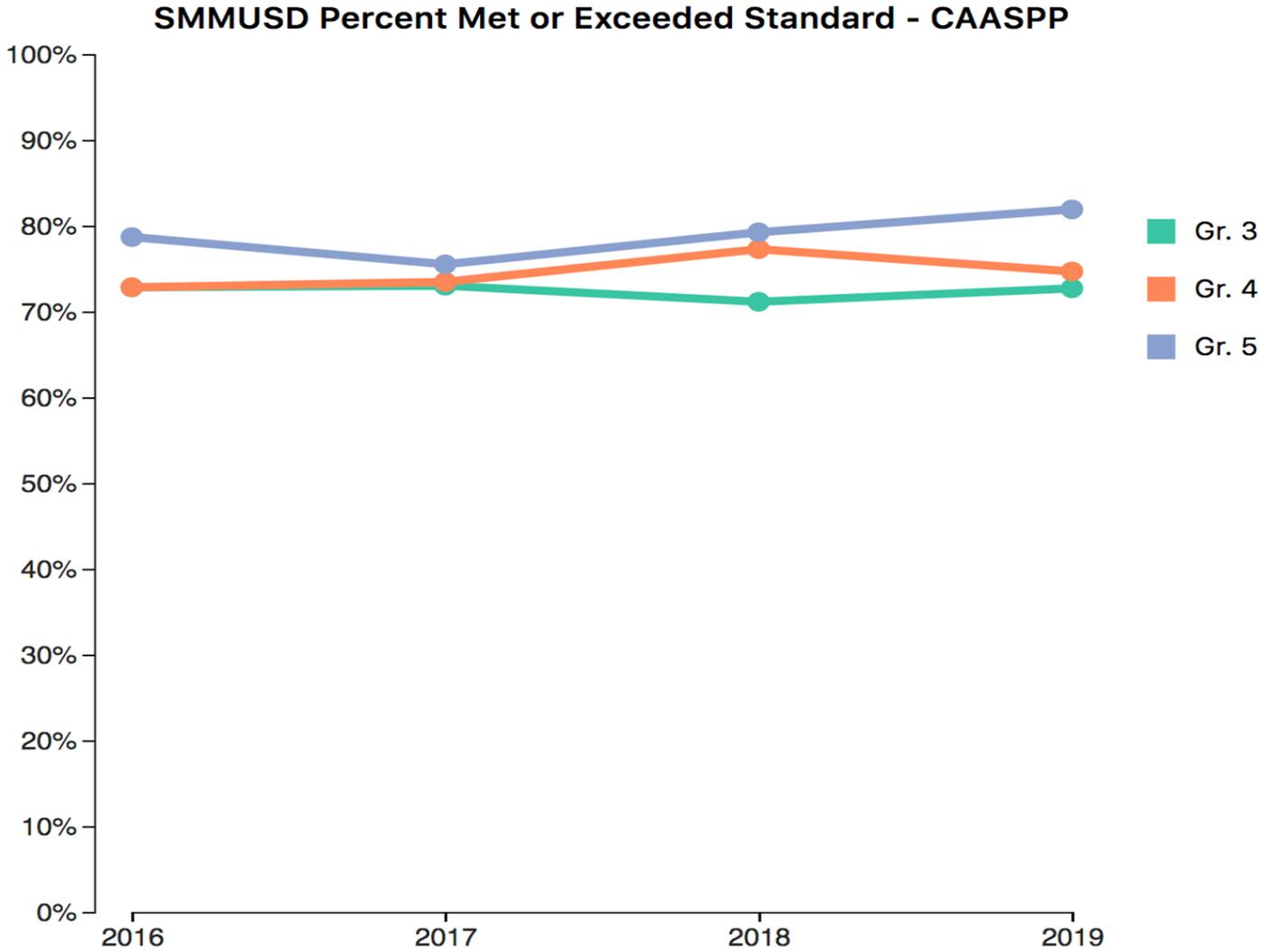
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 ELA Percent Met/Exceeded Elementary Grades

SMMUSD Percent Met or Exceeded Standard - CAASPP

Legend: Gr. 3, Gr. 4, Gr. 5

2016 — 2019 ELA Percent Met/Exceeded Elementary Grades

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
3	73%	798	73%	785	71%	651	73%	703
4	73%	802	73%	798	77%	796	75%	655
5	79%	750	75%	816	79%	794	82%	773

2016 — 2019 ELA Percent Met/Exceeded Middle and High School

SMMUSD Percent Met or Exceeded Standard - CAASPP
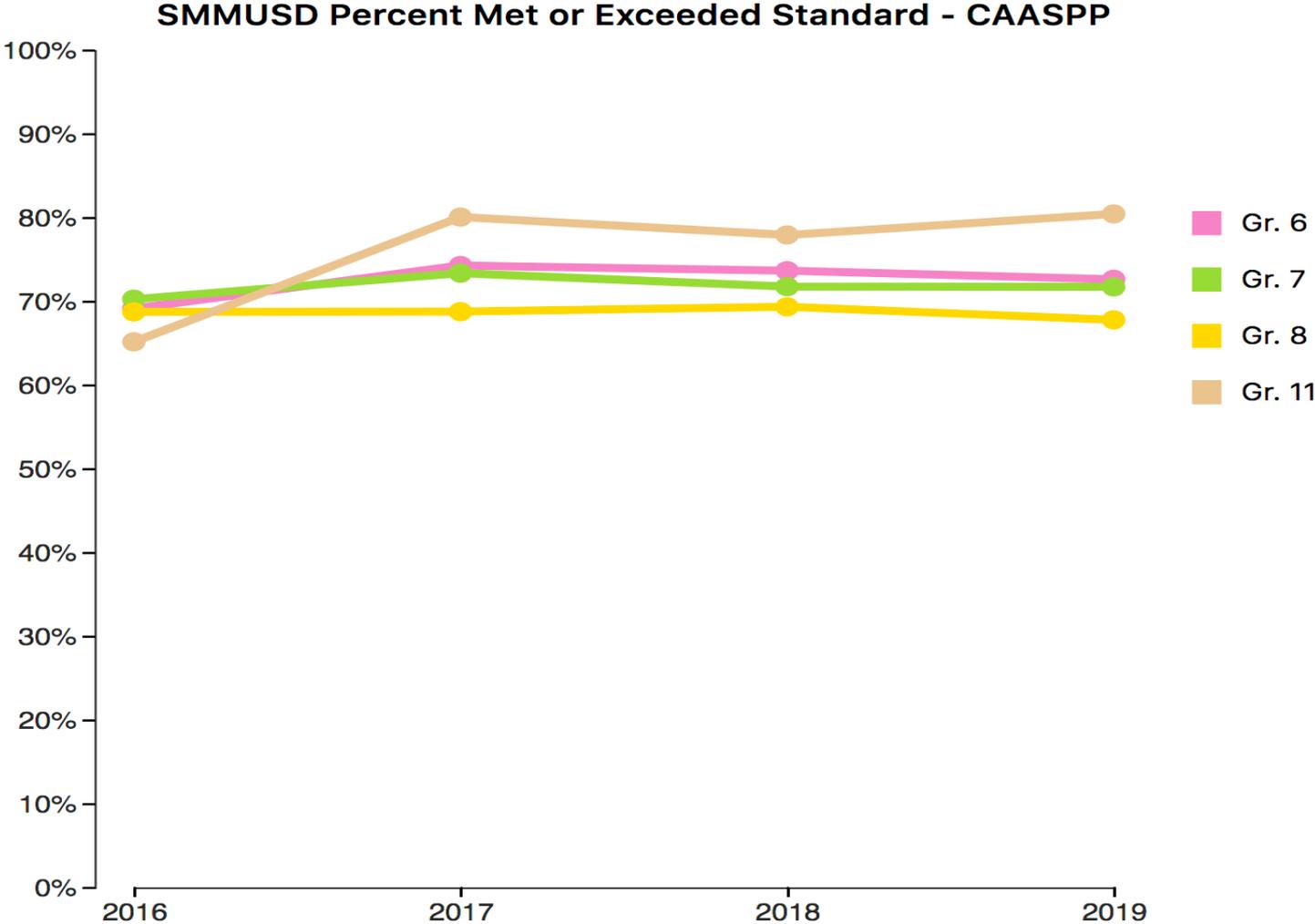
2016 — 2018 ELA Percent Met/Exceeded Middle and High School

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
6	69%	852	74%	781	74%	812	73%	594
7	70%	857	73%	833	72%	775	72%	573
8	69%	806	69%	861	69%	825	68%	530
11	65%	835	80%	812	78%	806	80%	600

2016 — 2019 Math Percent Met/Exceeded Elementary Grades

SMMUSD Percent Met or Exceeded Standard - CAASPP

Legend:
- Gr. 3
- Gr. 4
- Gr. 5
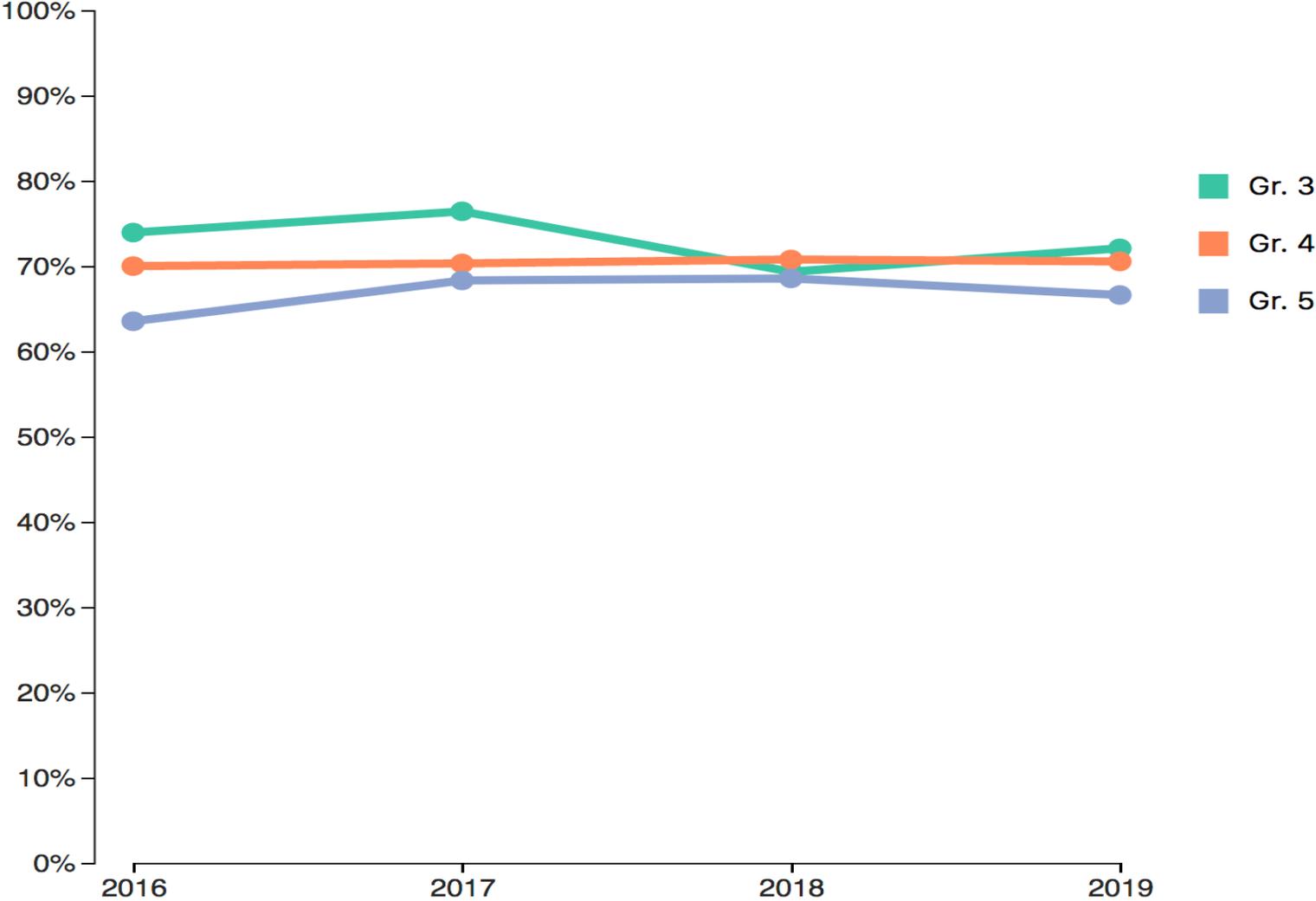
2016 — 2019 Math Percent Met/Exceeded Elementary Grades

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
3	74%	801	76%	788	69%	655	72%	705
4	70%	806	70%	801	71%	800	71%	658
5	64%	748	68%	820	69%	804	67%	781

2016 — 2019 Math Percent Met/Exceeded Standard Middle and High School

SMMUSD Percent Met or Exceeded Standard - CAASPP

Legend:
- Gr. 6
- Gr. 7
- Gr. 8
- Gr. 11
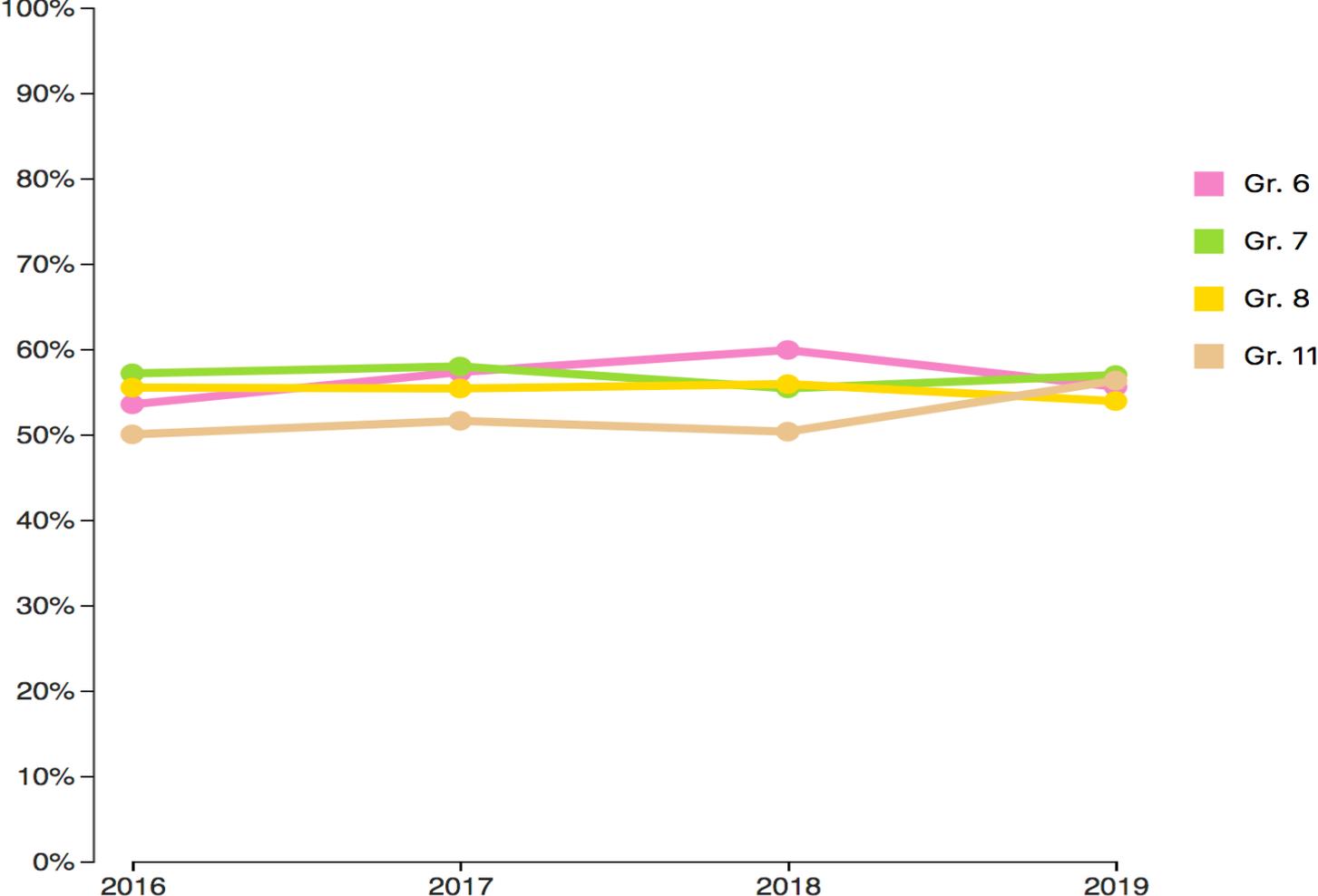
2016 — 2019 Math Percent Met/Exceeded Standard Middle and High School

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
6	54%	854	57%	782	60%	815	56%	817
7	57%	861	58%	837	55%	780	57%	799
8	55%	804	55%	856	56%	825	54%	783
11	50%	832	52%	791	50%	809	56%	746

2019 ELA Performance Levels by Grade Level
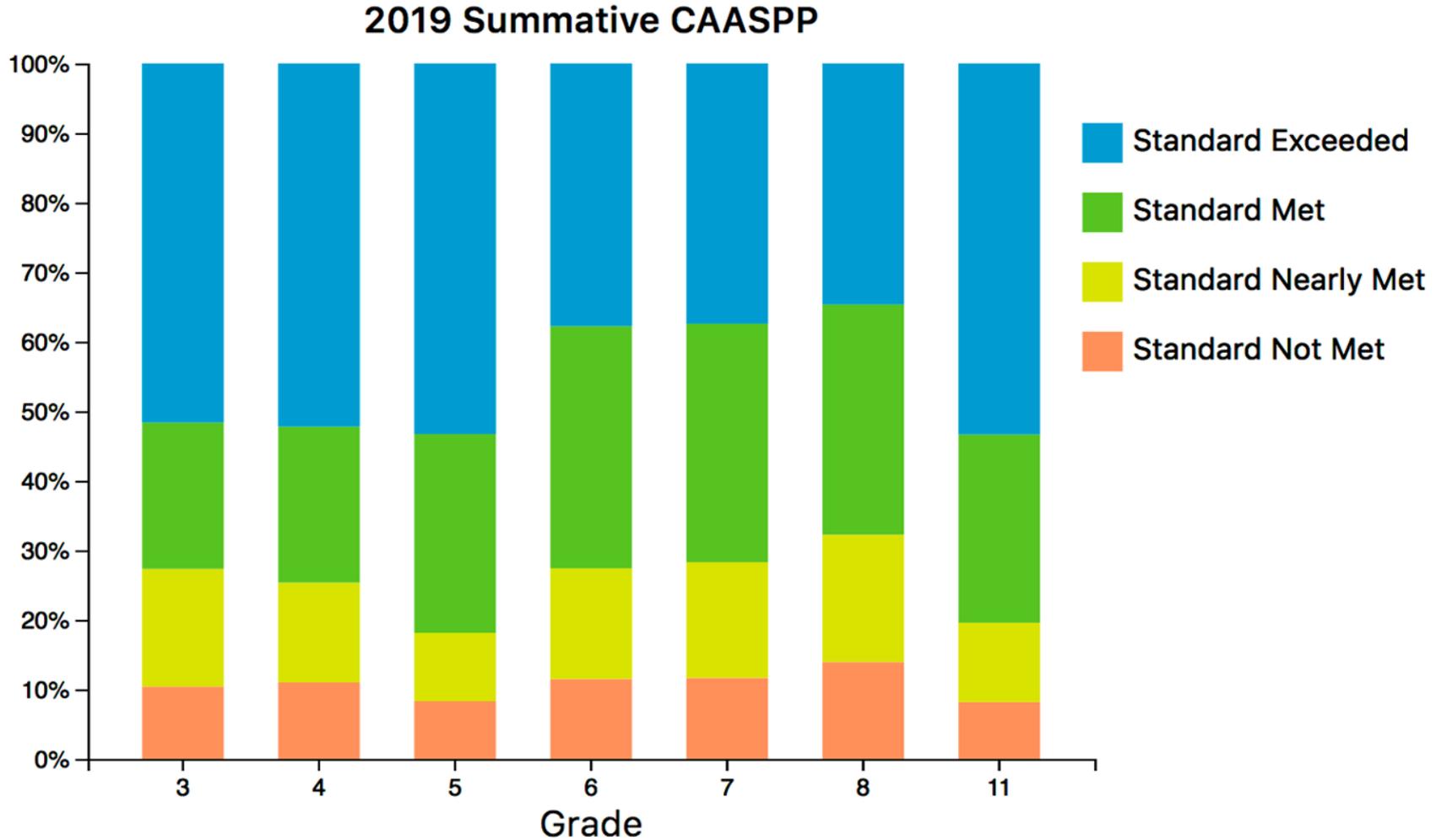
2019 Summative CAASPP

Legend:
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

2019 ELA Performance Levels by Grade

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Students Tested	Enrollment
3	52%	21%	17%	10%	703	772
4	52%	22%	14%	11%	655	735
5	53%	29%	10%	8%	773	853
6	38%	35%	16%	11%	818	899
7	37%	34%	17%	12%	799	859
8	35%	33%	18%	14%	782	845
11	53%	27%	11%	8%	746	842

2019 Math Performance Levels by Grade

2019 Summative CAASPP
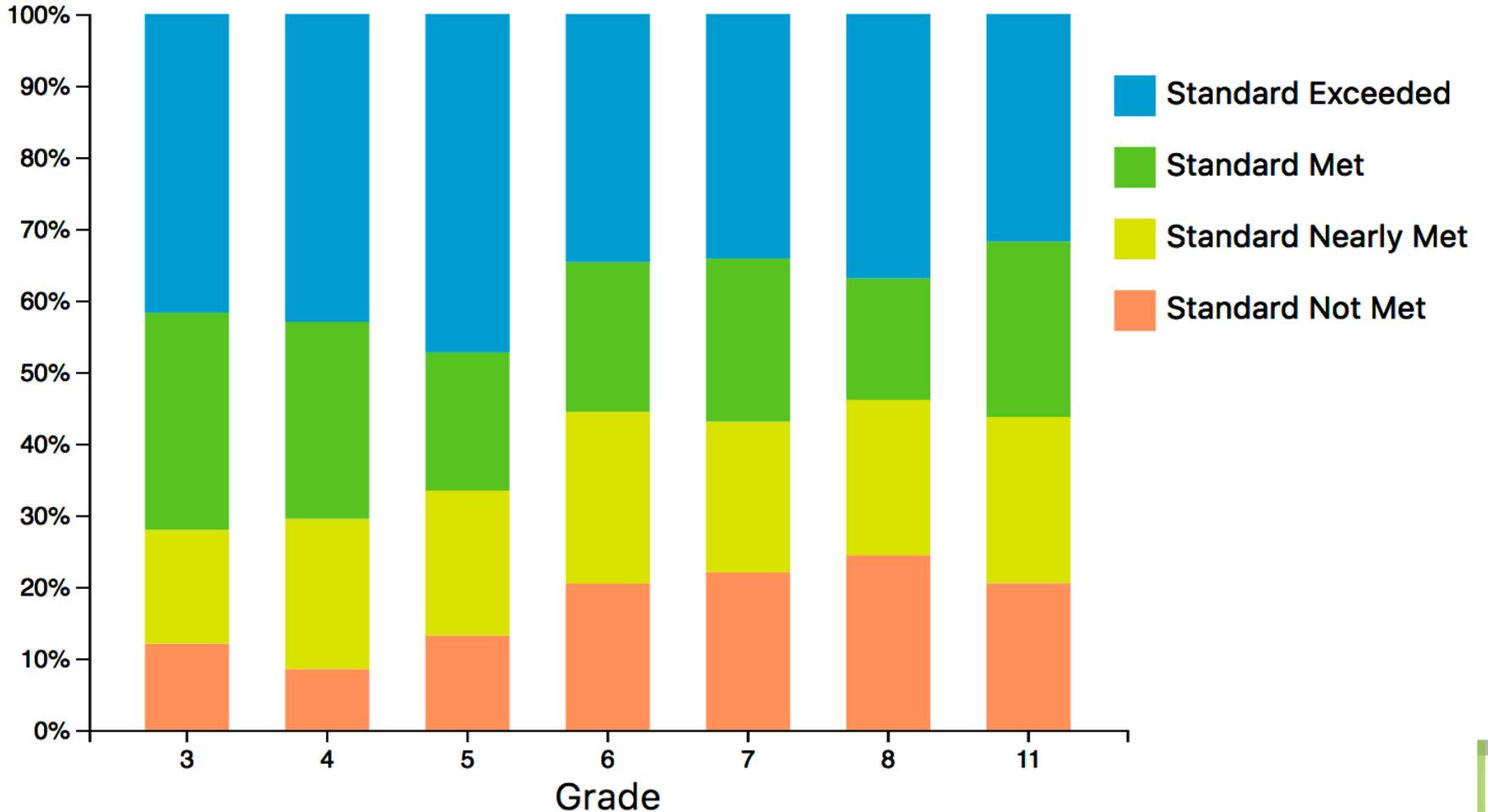
Legend:
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

2019 Math Performance Levels by Grade

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Students Tested	Enrollment
3	42%	30%	16%	12%	705	772
4	43%	28%	21%	9%	658	735
5	47%	19%	20%	13%	781	853
6	35%	21%	24%	20%	817	899
7	34%	23%	21%	22%	799	859
8	37%	17%	22%	24%	783	845
11	32%	25%	23%	21%	746	842
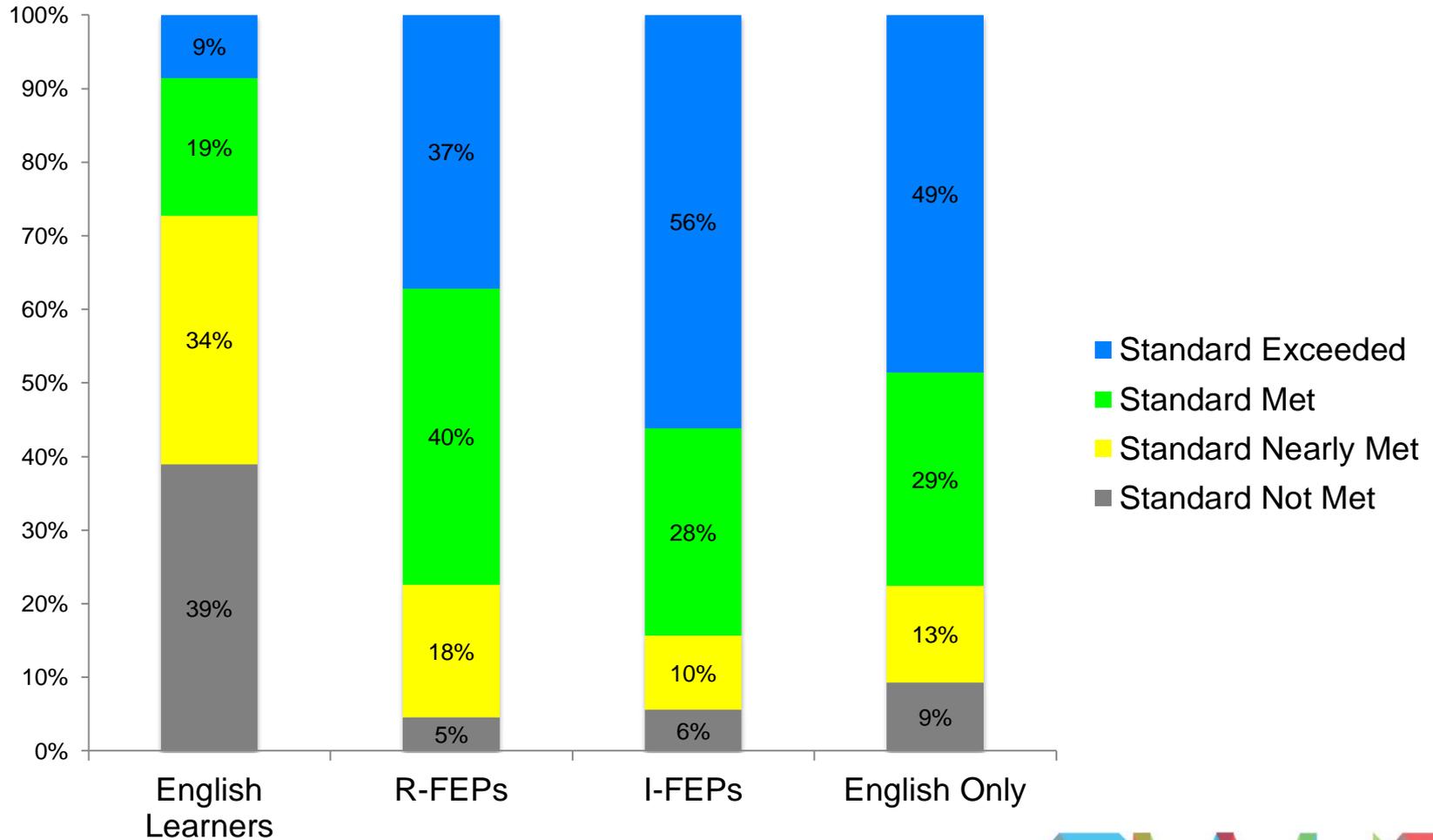
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2019 ELA Performance Levels by Language Status

2019 ELA Performance Levels by Language Status

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
English Learners	9%	19%	34%	39%	385	441
R-FEPs	37%	40%	18%	5%	460	480
I-FEPs	56%	28%	10%	6%	477	500
English Only	49%	29%	13%	9%	3954	4382

2019 Math Performance Levels by Language Status
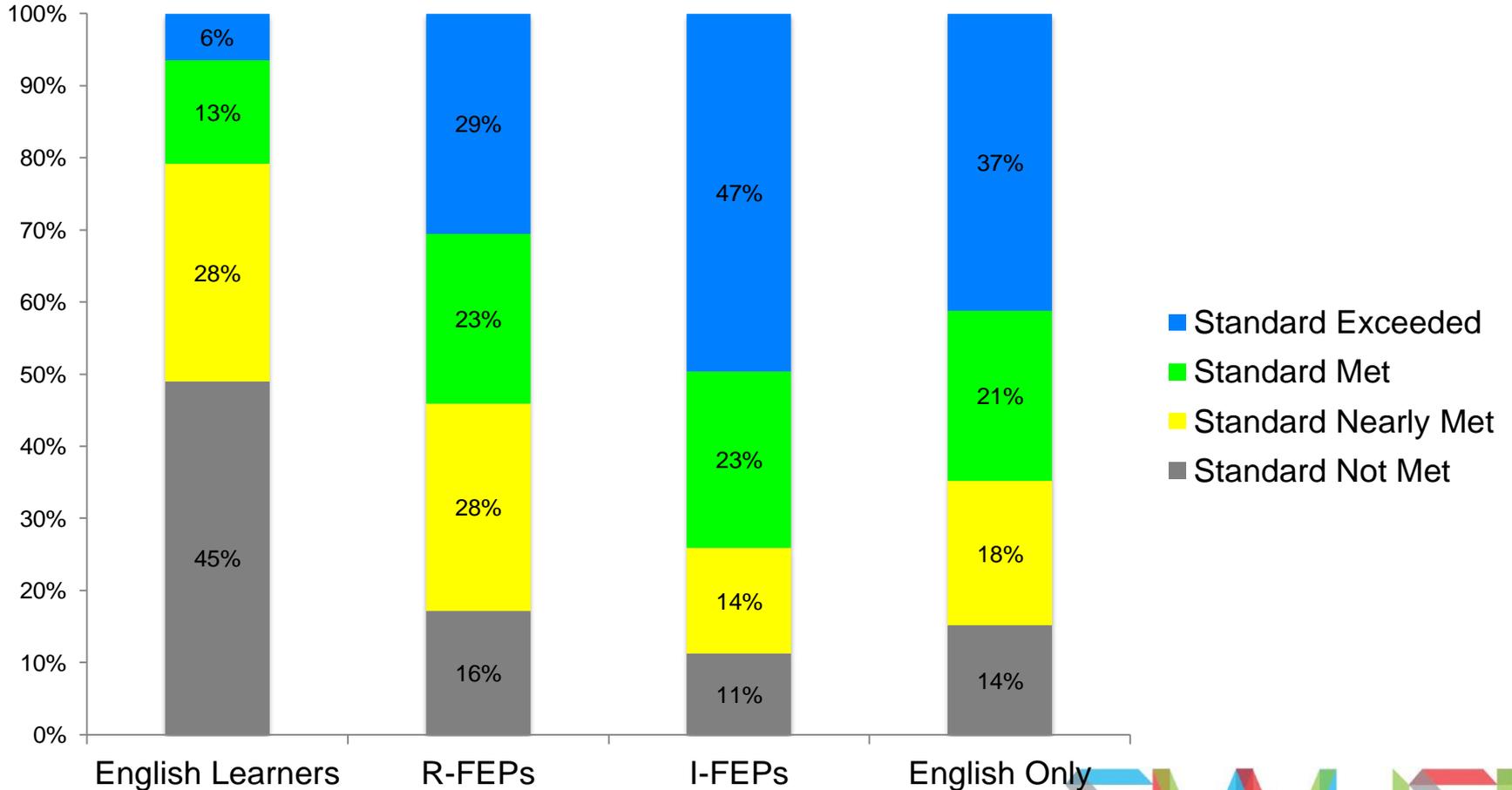
Legend:
- Standard Exceeded (blue)
- Standard Met (green)
- Standard Nearly Met (yellow)
- Standard Not Met (gray)

Language Status	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	45%	28%	13%	6%
R-FEPs	16%	28%	23%	29%
I-FEPs	11%	14%	23%	47%
English Only	14%	18%	21%	37%

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 Math Performance Levels by Language Status

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
English Learners	6%	13%	28%	45%	404	441
R-FEPs	29%	23%	28%	16%	459	480
I-FEPs	47%	23%	14%	11%	478	500
English Only	37%	21%	21%	14%	3948	4382

2016 – 2019 ELA Met/Exceeded by Race/Ethnicity

2016 — 2019 ELA Met/Exceeded by Race/Ethnicity

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
Asian	85%	297	89%	286	86%	310	83%	306
Black/African American	49%	335	54%	328	55%	343	55%	343
Hispanic	53%	1801	57%	1769	58%	1670	59%	1632
Two or More Races	79%	456	86%	466	86%	402	84%	354
White	82%	2724	84%	2755	84%	2658	85%	2563

2019 ELA Performance Levels by Race/Ethnicity

2019 ELA Performance Levels by Race/Ethnicity

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
Asian	60%	15%	9%	5%	312	347
Black or African American	21%	27%	21%	18%	346	398
Hispanic	24%	30%	22%	17%	1621	1731
Two or More Races	52%	23%	11%	4%	328	363
White	51%	26%	8%	5%	2597	2886

# 2016 – 2019 Math Met/Exceeded by Race/Ethnicity

## Asian

Black or African American
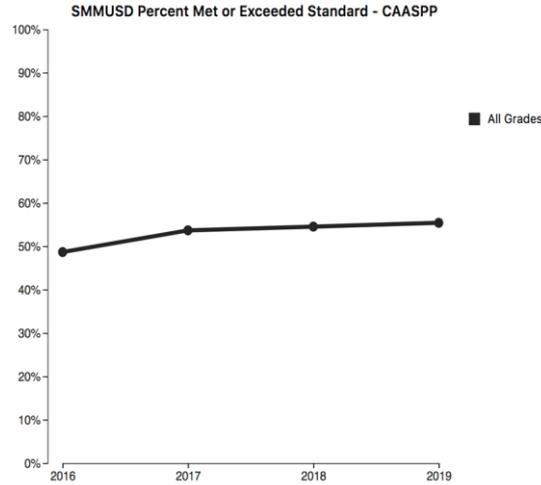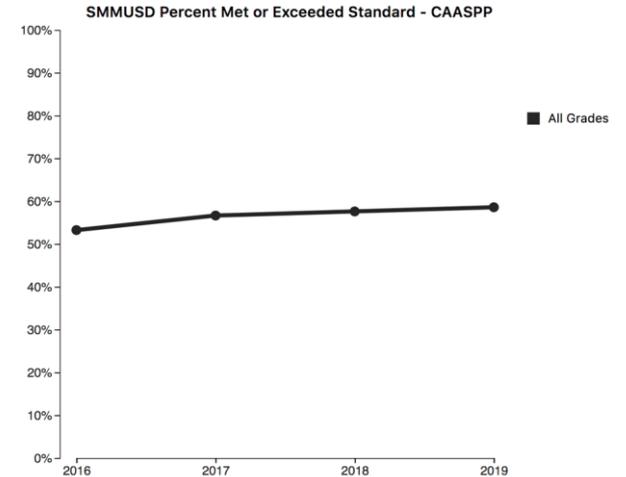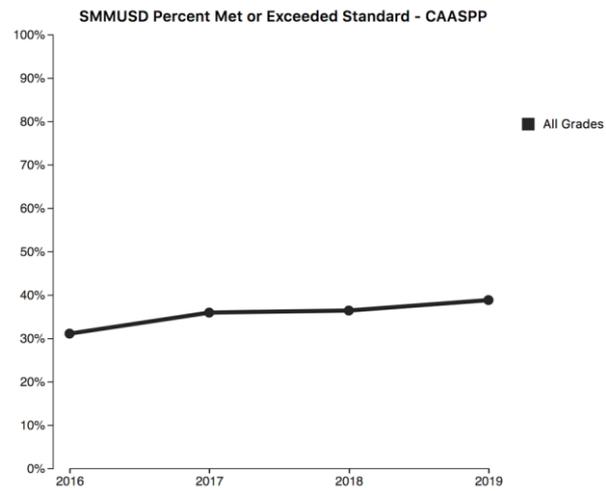
Hispanic
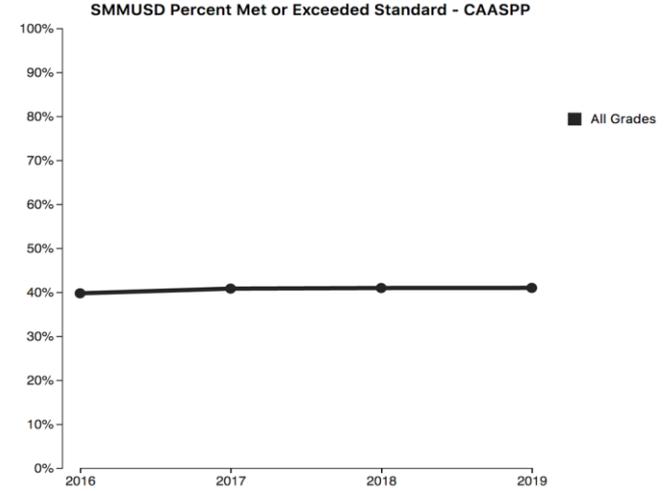

Two or More Races
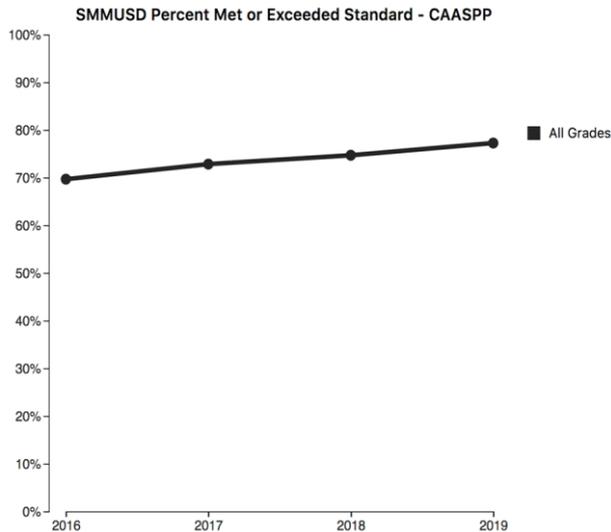
White

2016 — 2019 Math Met/Exceeded by Race/Ethnicity

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
Asian	82%	297	86%	291	83%	320	80%	314
Black/African American	31%	335	36%	326	36%	341	39%	343
Hispanic	40%	1803	41%	1768	41%	1679	41%	1629
Two or More Races	70%	455	73%	460	75%	403	77%	356
White	74%	2727	75%	2748	73%	2669	73%	2568

2019 Math Performance Levels by Race/Ethnicity
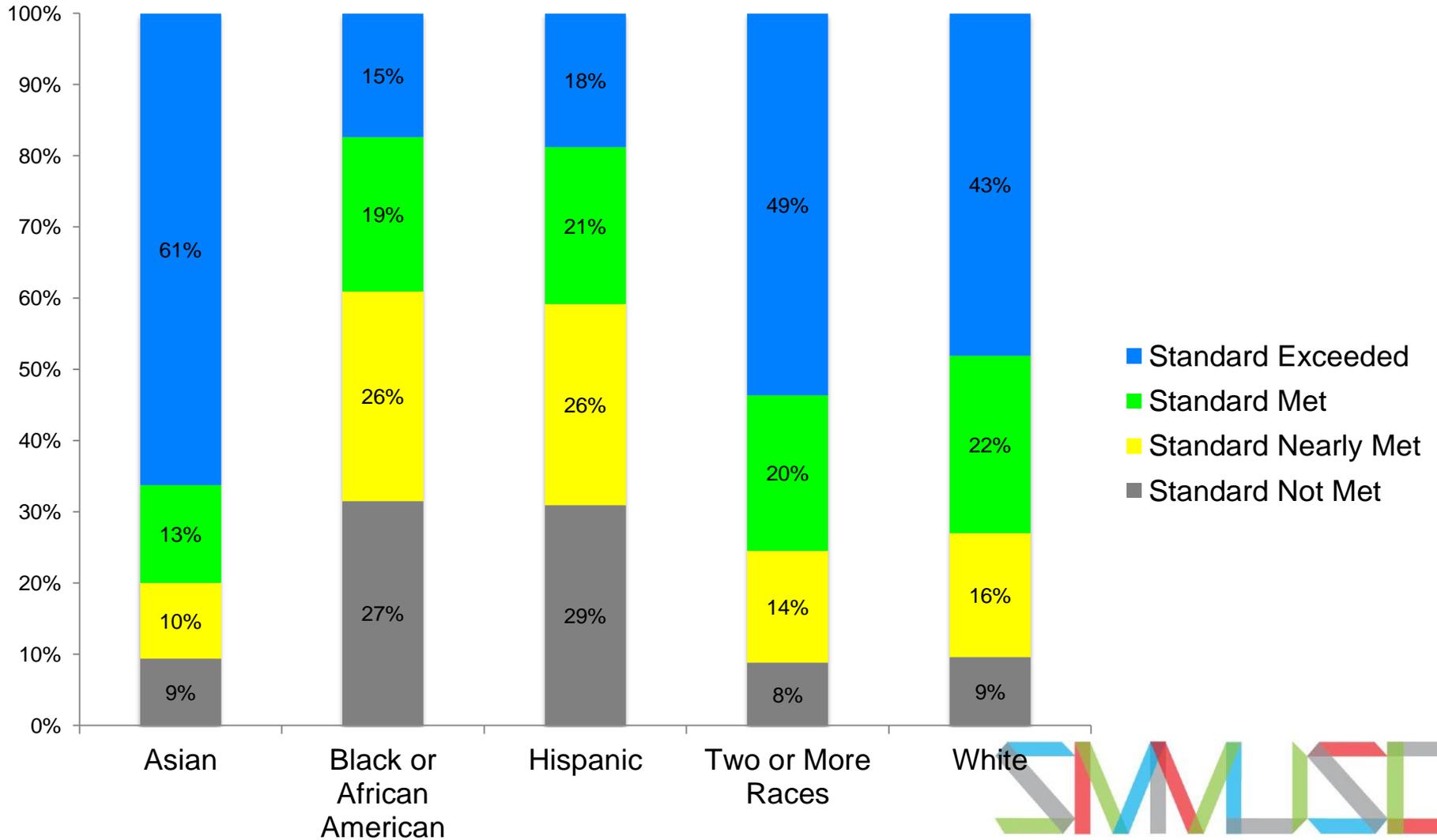
Legend:
- ■ Standard Exceeded (blue)
- ■ Standard Met (green)
- ■ Standard Nearly Met (yellow)
- ■ Standard Not Met (gray)

Race/Ethnicity	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Asian	61%	13%	10%	9%
Black or African American	15%	19%	26%	27%
Hispanic	18%	21%	26%	29%
Two or More Races	49%	20%	14%	8%
White	43%	22%	16%	9%

2019 Math Performance Levels by Race/Ethnicity

|	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
Asian	61%	13%	10%	9%	347	347
Black or African American	15%	19%	26%	27%	398	398
Hispanic	18%	21%	26%	29%	1731	1731
Two or More Races	49%	20%	14%	8%	363	363
White	43%	22%	16%	9%	2886	2886

# 2016 - 2019 ELA Met/Exceeded by Subgroup
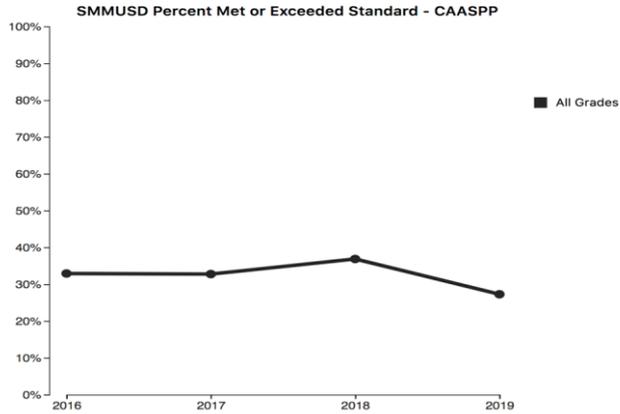
English Learners

Students with Disabilities
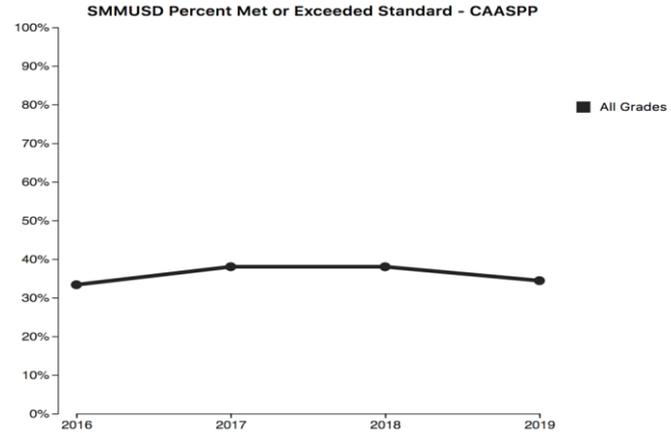
### Socio-economically Disadvantaged
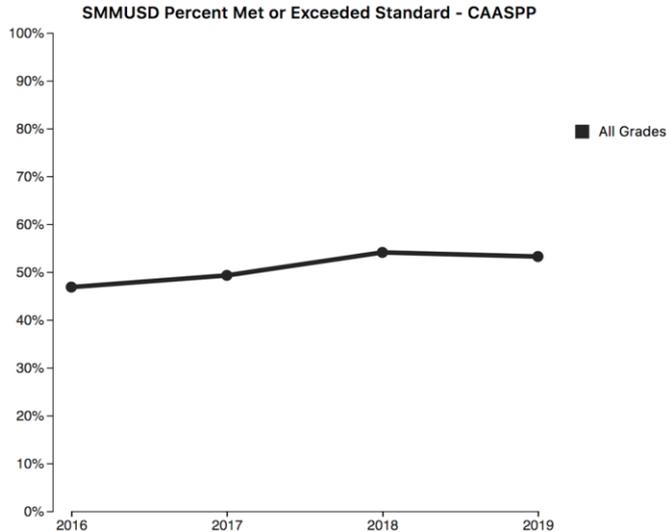
2016 - 2019 ELA Met/Exceeded by Subgroup

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
English Learners	33%	477	33%	464	37%	464	27%	385
Socio-Economically Disadavantaged	47%	1467	49%	1461	54%	1411	53%	1428
Students with Disabilities	33%	600	38%	600	38%	637	34%	631

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 Math Met/Exceeded by Subgroup

English Learners
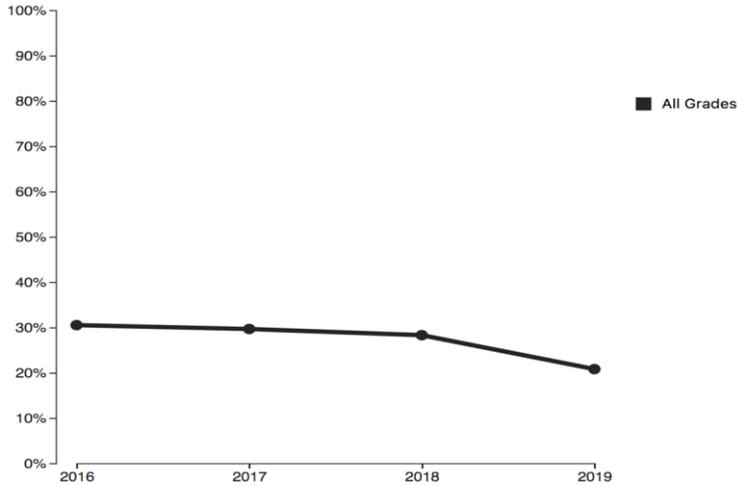
Students with Disabilities
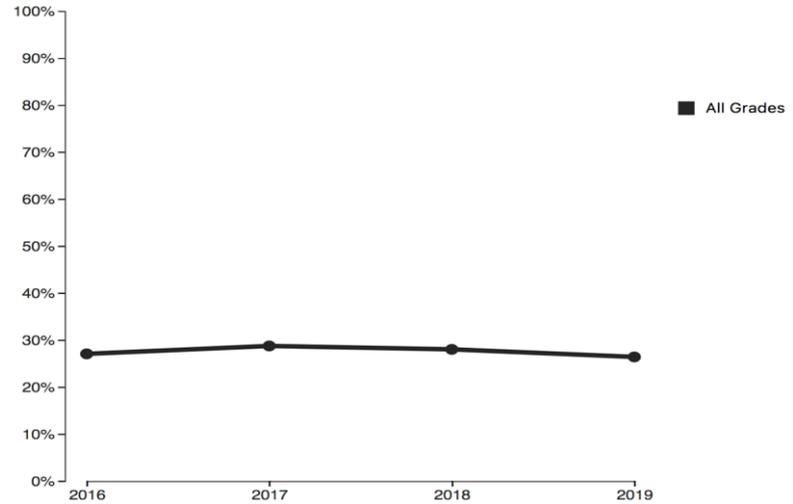
Socio-economically Disadvantaged
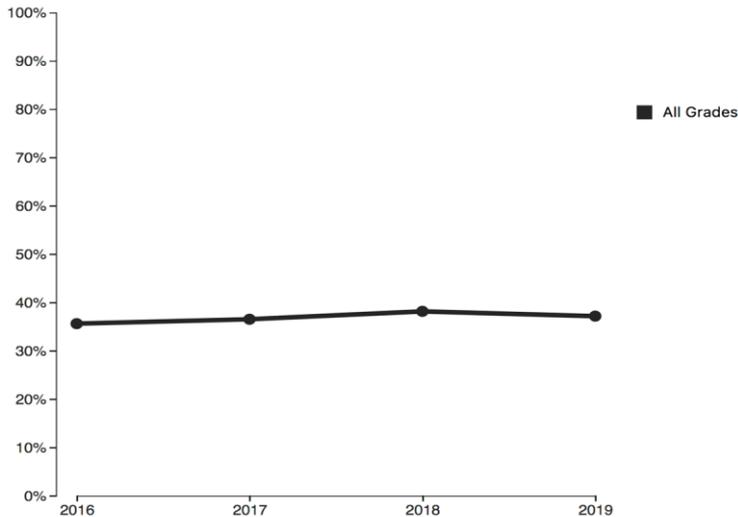
2016 — 2019 Math Met/Exceeded by Subgroup

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
English Learners	31%	495	30%	479	28%	495	21%	404
Socio-Economically Disadavantaged	36%	1466	37%	1454	38%	1418	37%	1426
Students with Disabilities	27%	595	29%	595	28%	639	26%	621

AP Data

- ## AP Course Participation Rates
  - Grade 11 and 12 Participation Rate
  - Course Participation Rate by Race/Ethnicity
  - Course Participation Rate by Subgroups

- ## Senior Exit survey results

- ## AP Exam Results

Percent of Gr. 11 and 12 students enrolled in one or more AP courses

AP COURSE PARTICIPATION RATE
(WITH RESPECT TO ENROLLMENT)

66%

65%

64%

62%

2015-16
(N=1,945)

2016-17
(N=1,810)

2017-18
(N=1,771)

2018-19
(N=1,729)

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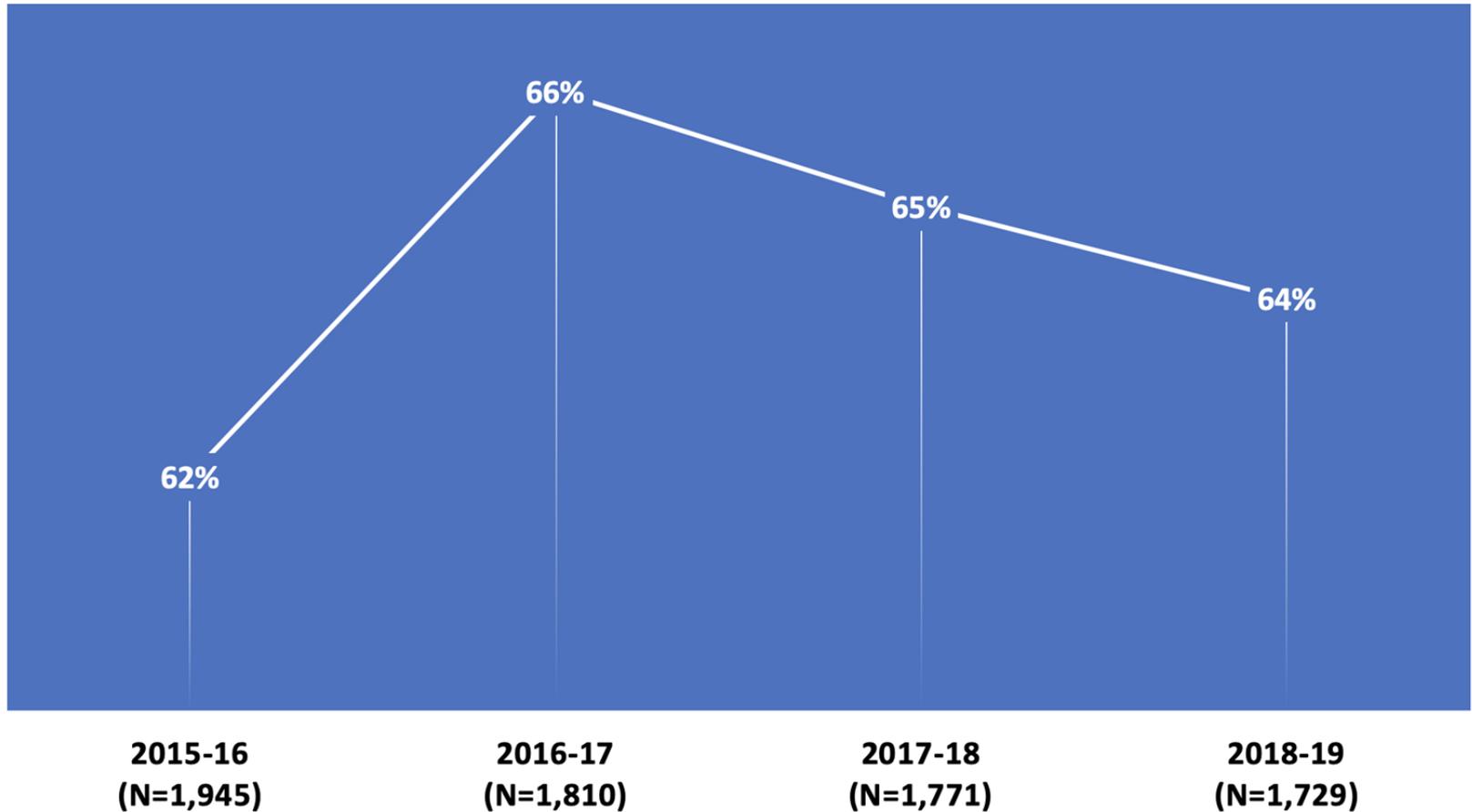
AP course participation rates (Gr. 11 and 12 students) By Race/Ethnicity

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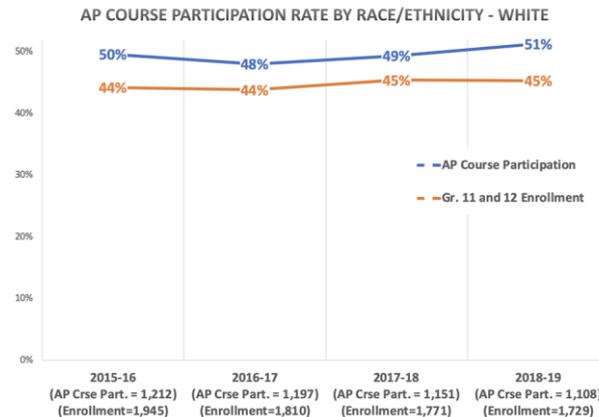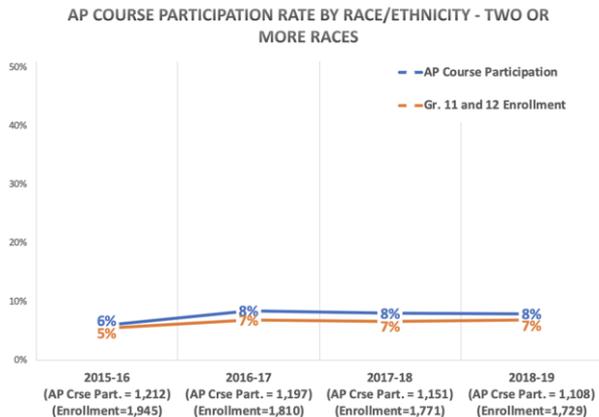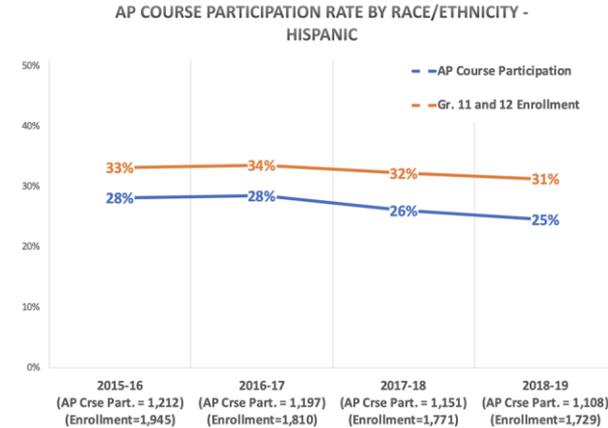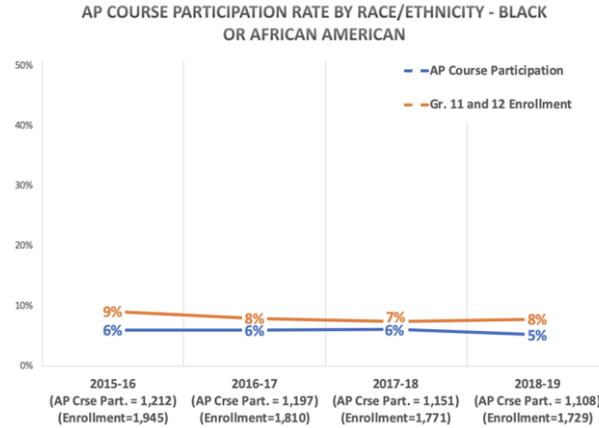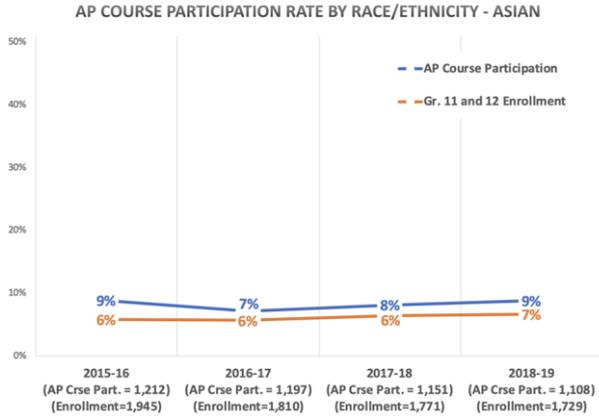
AP course participation rates (Gr. 11 and 12 students) By Subgroups

AP COURSE PARTICIPATION RATE BY SUBGROUPS - SOCIOECONOMICALLY DISADVANTAGED
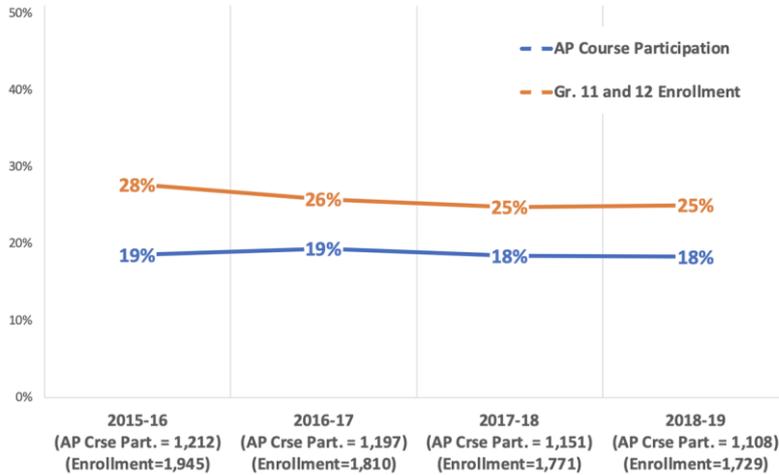
AP COURSE PARTICIPATION RATE BY SUBGROUPS - SPECIAL EDUCATION
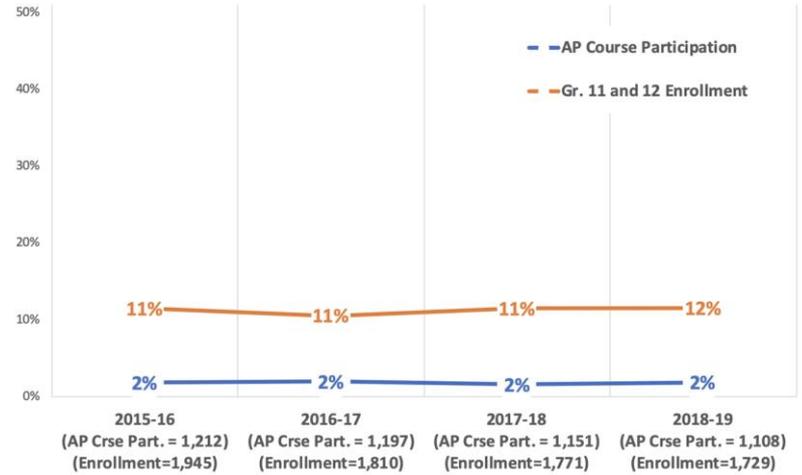
AP COURSE PARTICIPATION RATE BY SUBGROUPS - ENGLISH LEARNER
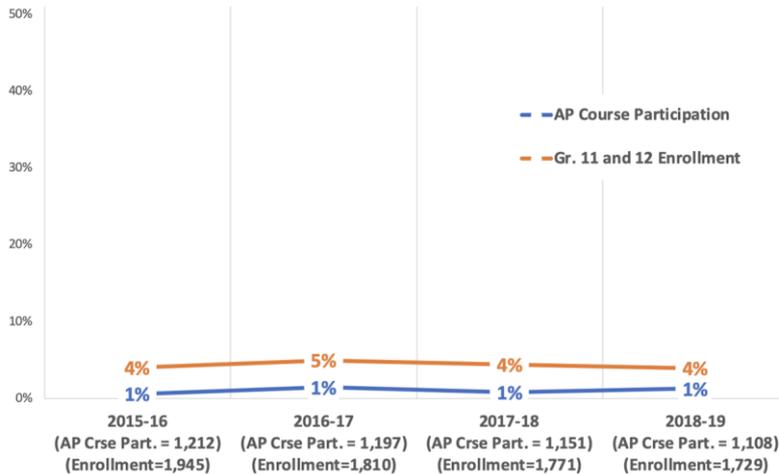
AP and Dual Enrollment Opportunities

How satisfied or dissatisfied were you with the following ...
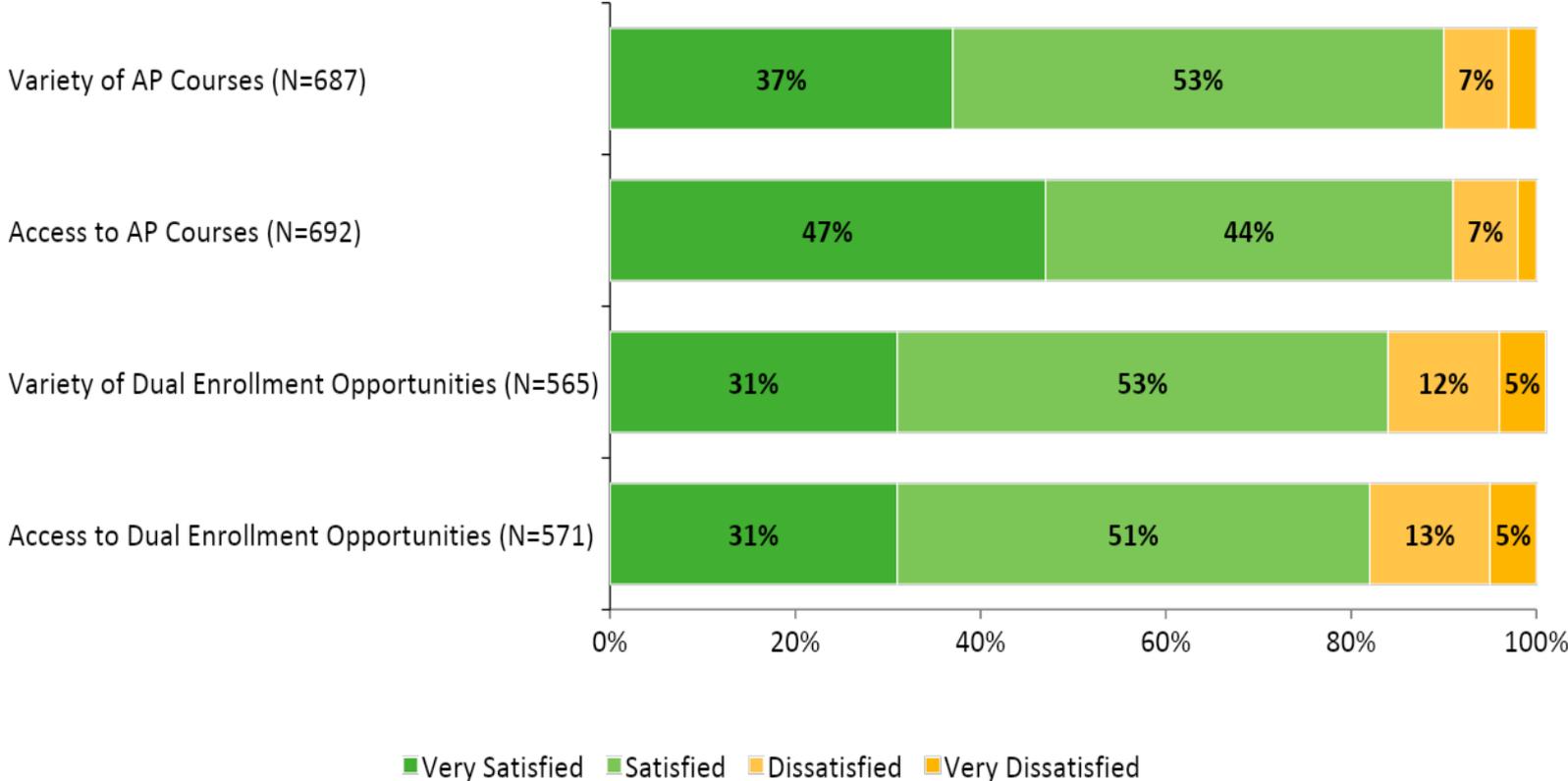
Variety of AP Courses (N=687): Very Satisfied 37%, Satisfied 53%, Dissatisfied 7%

Access to AP Courses (N=692): Very Satisfied 47%, Satisfied 44%, Dissatisfied 7%

Variety of Dual Enrollment Opportunities (N=565): Very Satisfied 31%, Satisfied 53%, Dissatisfied 12%, Very Dissatisfied 5%

Access to Dual Enrollment Opportunities (N=571): Very Satisfied 31%, Satisfied 51%, Dissatisfied 13%, Very Dissatisfied 5%

■ Very Satisfied ■ Satisfied ■ Dissatisfied ■ Very Dissatisfied

Note: Don't Know/Not Applicable responses have been excluded from calculations.

3

K12 *Insight*
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AP and Dual Enrollment Opportunities: Comparison Over Time

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

	2016	2017	2018	2019	
Percentage Very Satisfied or Satisfied					
Access to Dual Enrollment Opportunities	80%	83%	83%	**82%**	-1
Variety of AP Courses	89%	90%	89%	**90%**	1
Access to AP Courses	91%	91%	92%	**91%**	-1
Variety of Dual Enrollment Opportunities	81%	81%	85%	**84%**	-1

Answer options: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, Don't Know/Not Applicable
Notes: Don't Know/Not Applicable responses have been excluded from calculations. The percentage-point change only reflects the difference from 2018 to 2019.

15

K12 *Insight*
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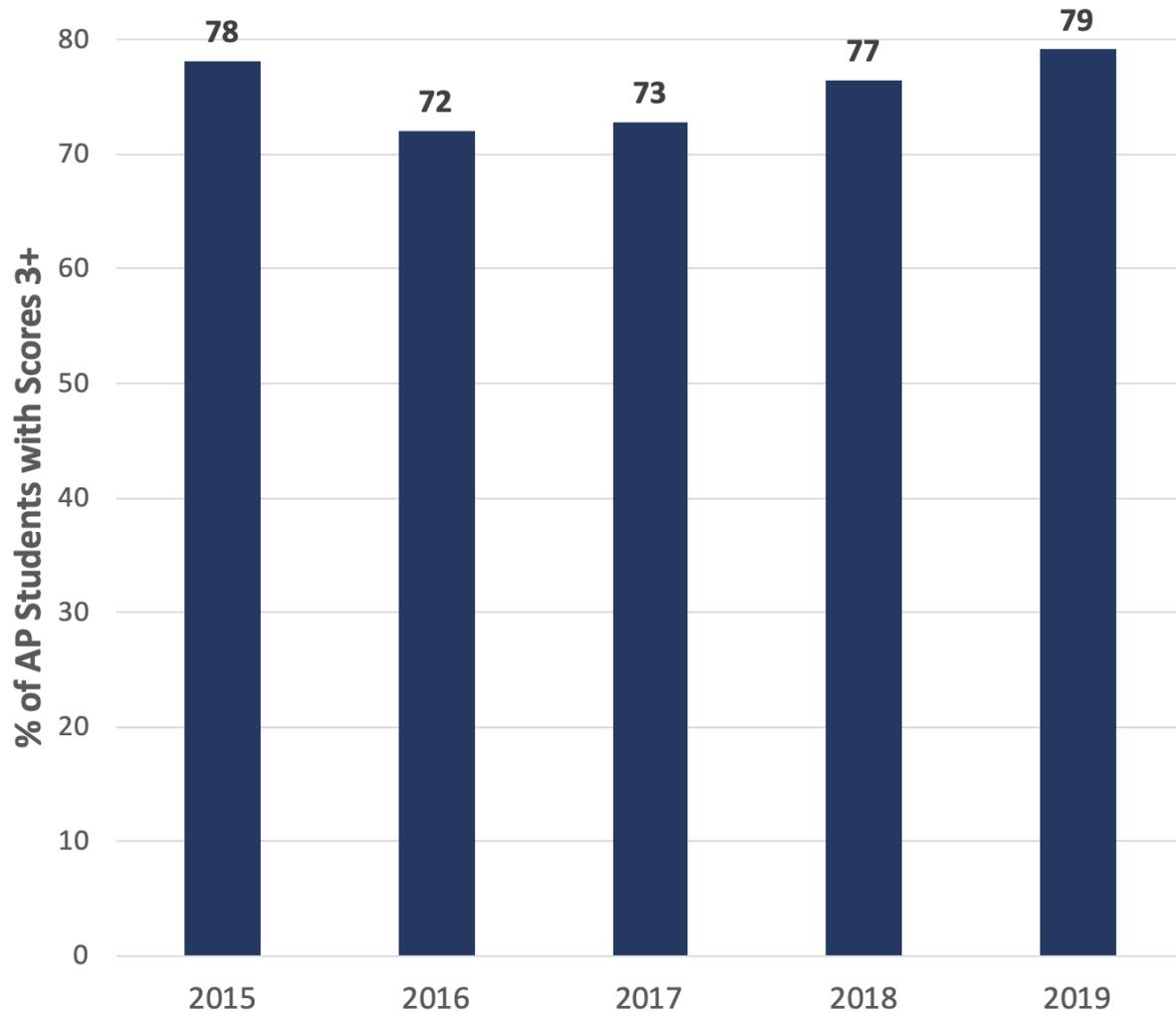
AP Exam Pass Rate

2018-19 AP Exam Pass Rate — By Race/Ethnicity
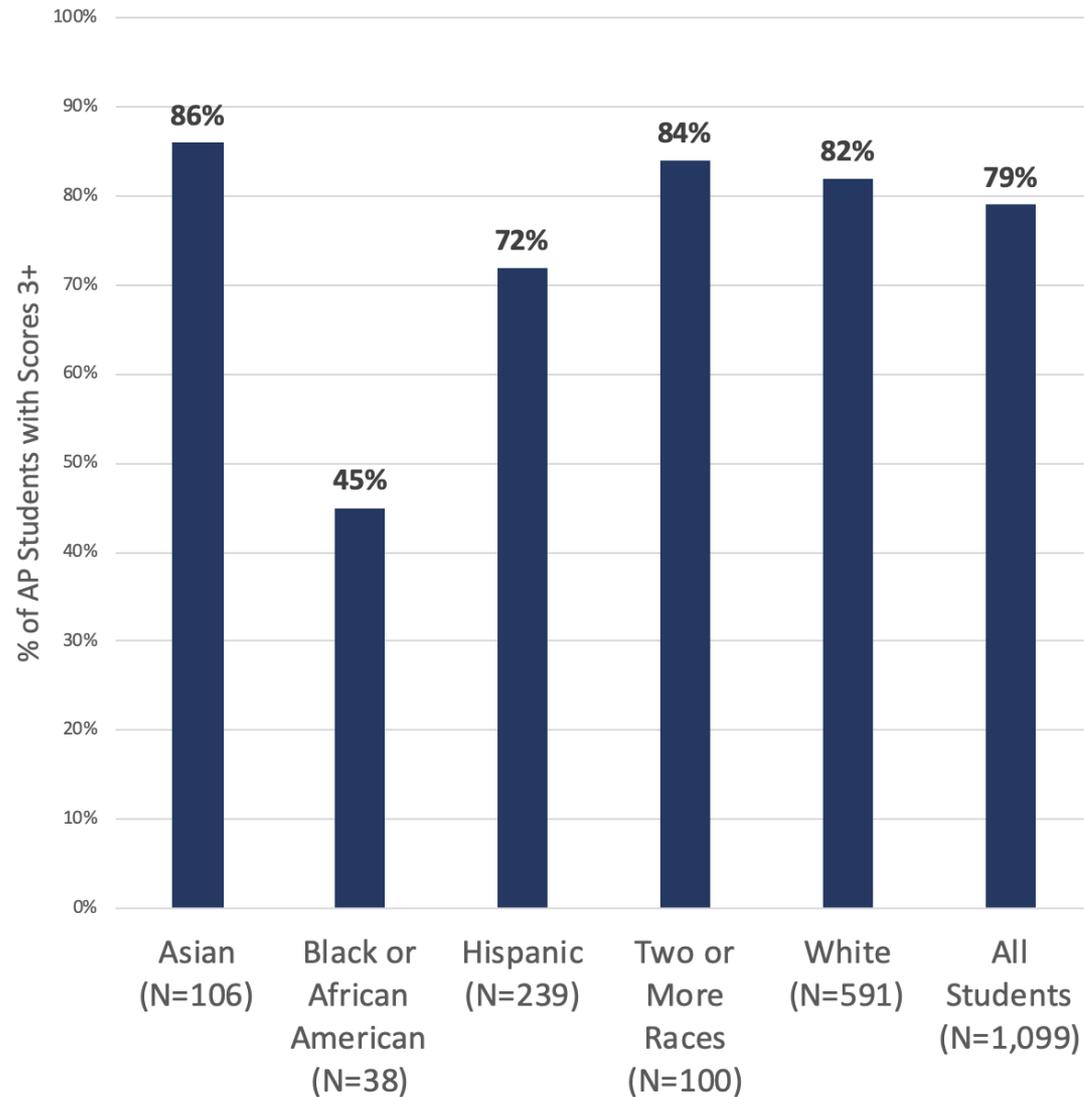
2018-19 AP Exam Pass Rate — By Subgroups
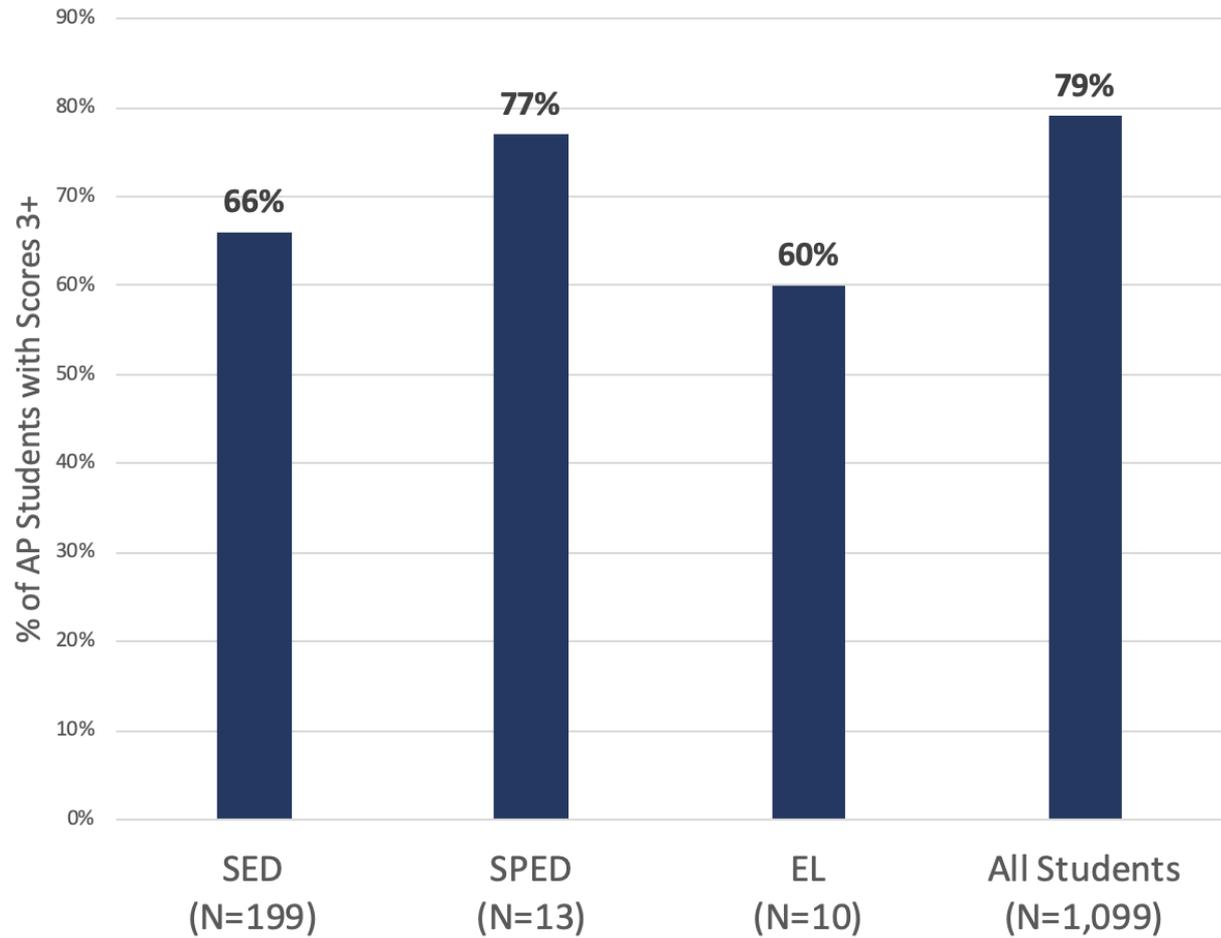
Goal 2 Lag Metrics

Appendix B

Reclassification Rate of English Learners 2012-2019 (7 years)

Reclassification (RFEP) Counts and Rates			
Year	Enrollment	English Learners	Students Redesignated FEP
2018-19	10,625	888 (8.4%)	*73 (7.8%)
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 %)

*posted 28-Mar-2019

ELPAC Summative 2017-18

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	53	450	71	608	31	264
Level 3	31	261	20	166	13	111
Level 2	11	94	5	39	24	208
Level 1	5	46	4	38	24	208

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	61	521	78	667	35	298	36	303
Somewhat/Moderately	33	282	17	148	43	363	56	480
Beginning	6	48	4	36	22	190	8	68

# Tested		851
Overall Average	PL	4
	SS	1473
Oral Average	PL	4
	SS	1473
Listening Average	PL	3
Speaking Average	PL	3
Written Average	PL	4
	SS	1506
Reading	PL	3
Writing	PL	3

Number of Students at Each Level
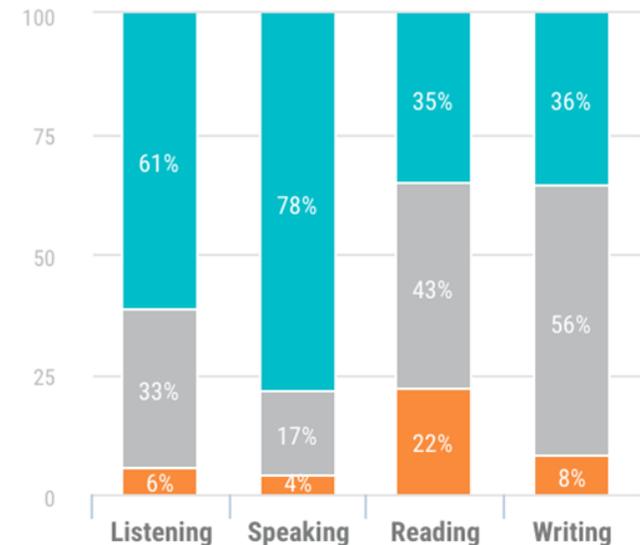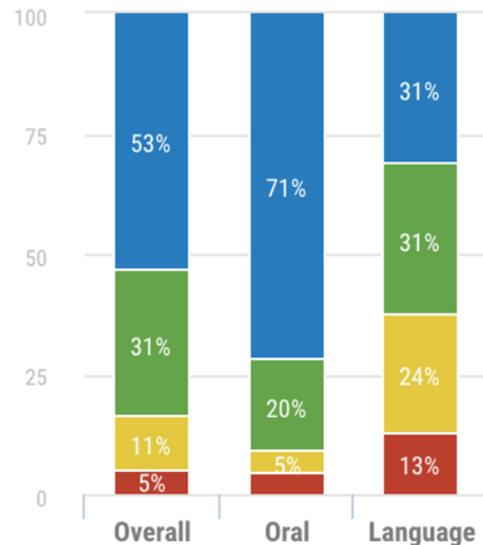
ELPAC Summative 2018-19

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	41	343	65	536	17	143
Level 3	39	325	25	206	37	306
Level 2	14	120	6	50	35	288
Level 1	5	40	4	36	11	91

	Oral				Written			
Performance Level	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	38	314	81	667	21	176	25	205
Somewhat/Moderately	53	438	15	126	59	486	67	558
Beginning	9	76	4	35	20	166	8	65

# Tested		828
Overall Average	PL	3
	SS	1542
Oral Average	PL	4
	SS	1558
Listening Average	PL	2
Speaking Average	PL	3
Written Average	PL	3
	SS	1522
Reading	PL	2
Writing	PL	2

Number of Students at Each Level
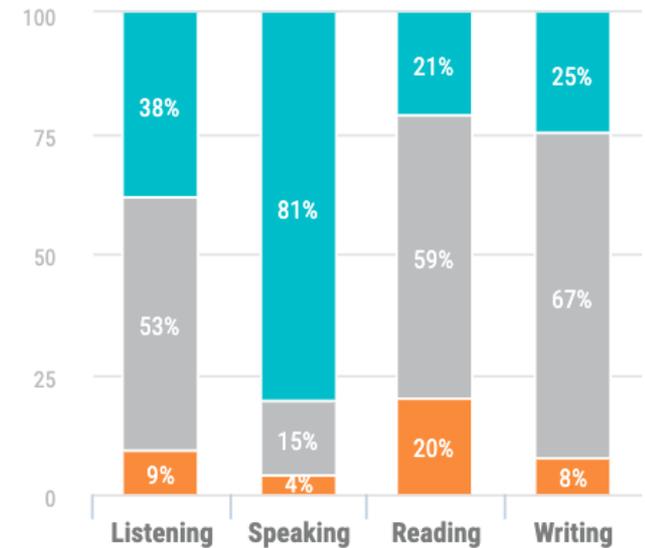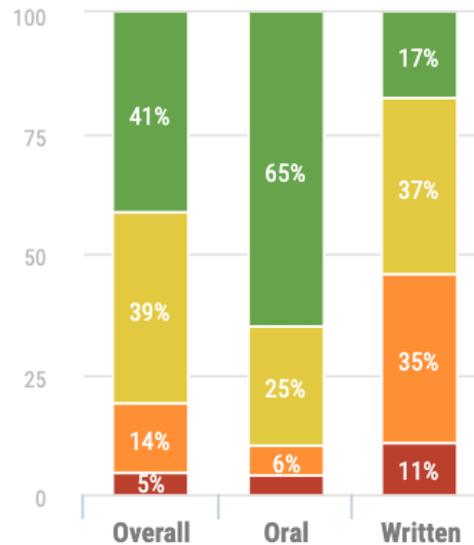
ELPAC Summative 2018-19 (SPED)

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	17	32	42	79	4	7
Level 3	45	84	37	69	24	46
Level 2	27	51	11	20	46	86
Level 1	10	19	10	18	25	47

| Performance Level | Oral | | | | Written | | | |
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	18	34	74	140	6	12	10	19
Somewhat/Moderately	57	108	15	29	53	99	74	139
Beginning	23	44	9	17	40	75	15	28

# Tested		188
Overall Average	PL	3
	SS	1497
Oral Average	PL	3
	SS	1509
Listening Average	PL	2
Speaking Average	PL	3
Written Average	PL	2
	SS	1485
Reading	PL	2
Writing	PL	2

Number of Students at Each Level
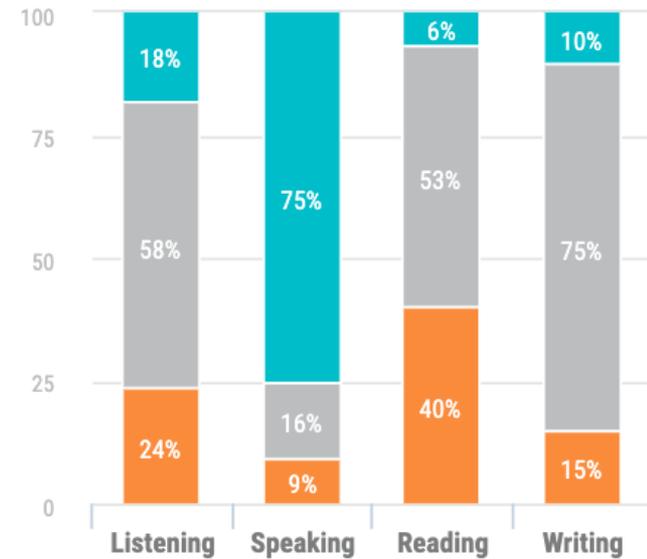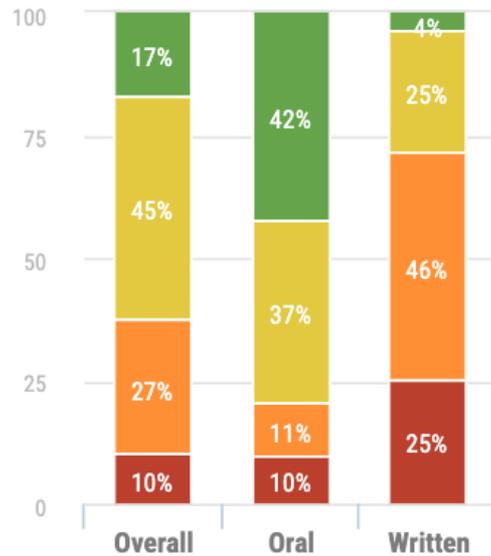
Goal 3 Lag Metrics

Appendix c

2018-19 Attendance Summary for Grades 3-8, 11
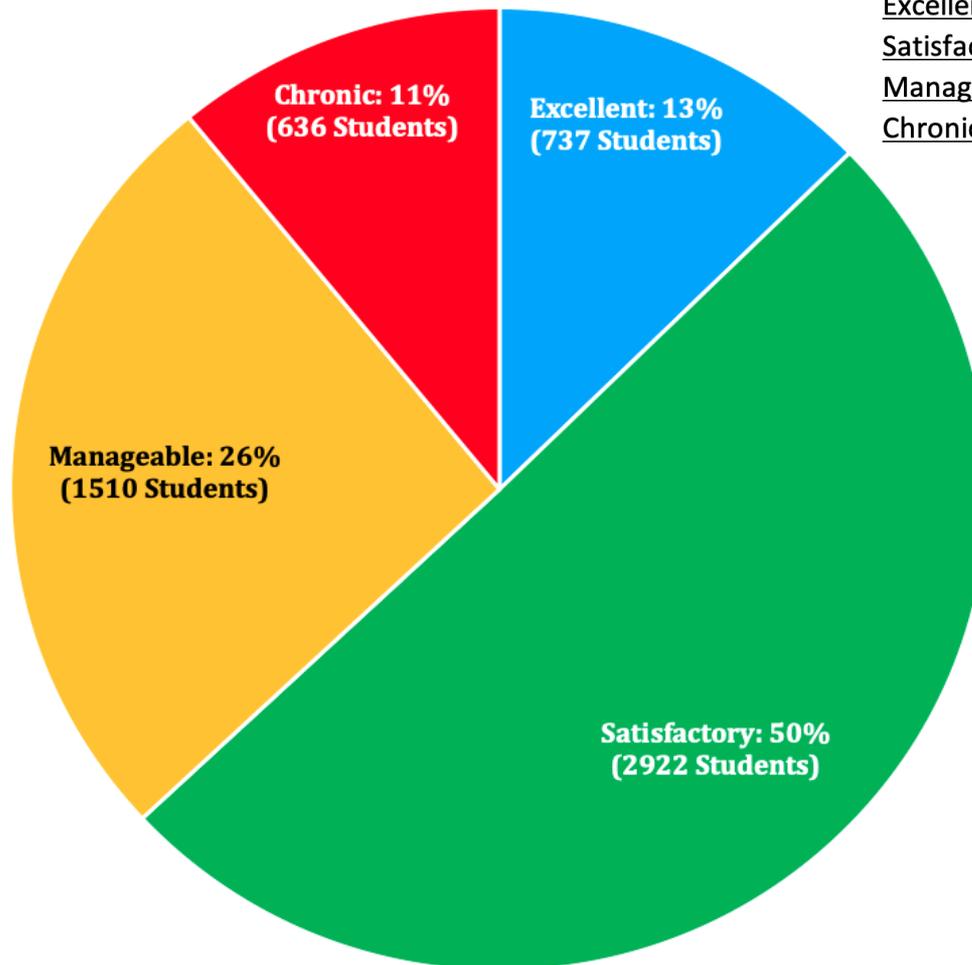
Attendance Categories:

Excellent: Missed less than 1% of instructional days

Satisfactory: Missed between 1% and 4.99%

Manageable: Missed between 5% and 9.99 %

Chronic: Missed 10% or more

Pie chart:
- Chronic: 11% (636 Students)
- Excellent: 13% (737 Students)
- Manageable: 26% (1510 Students)
- Satisfactory: 50% (2922 Students)

Attendance Summary By Race/Ethnicity (Grades 3-8, 11)

Legend: ■ Excellent ■ Satisfactory ■ Manageable ■ Chronic

Category	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC	TWO OR MORE RACES	WHITE	ALL STUDENTS
Chronic	5%	15%	11%	11%	11%	11%
Manageable	16%	27%	27%	22%	27%	26%
Satisfactory	53%	47%	51%	50%	51%	50%
Excellent	26%	12%	11%	17%	11%	13%
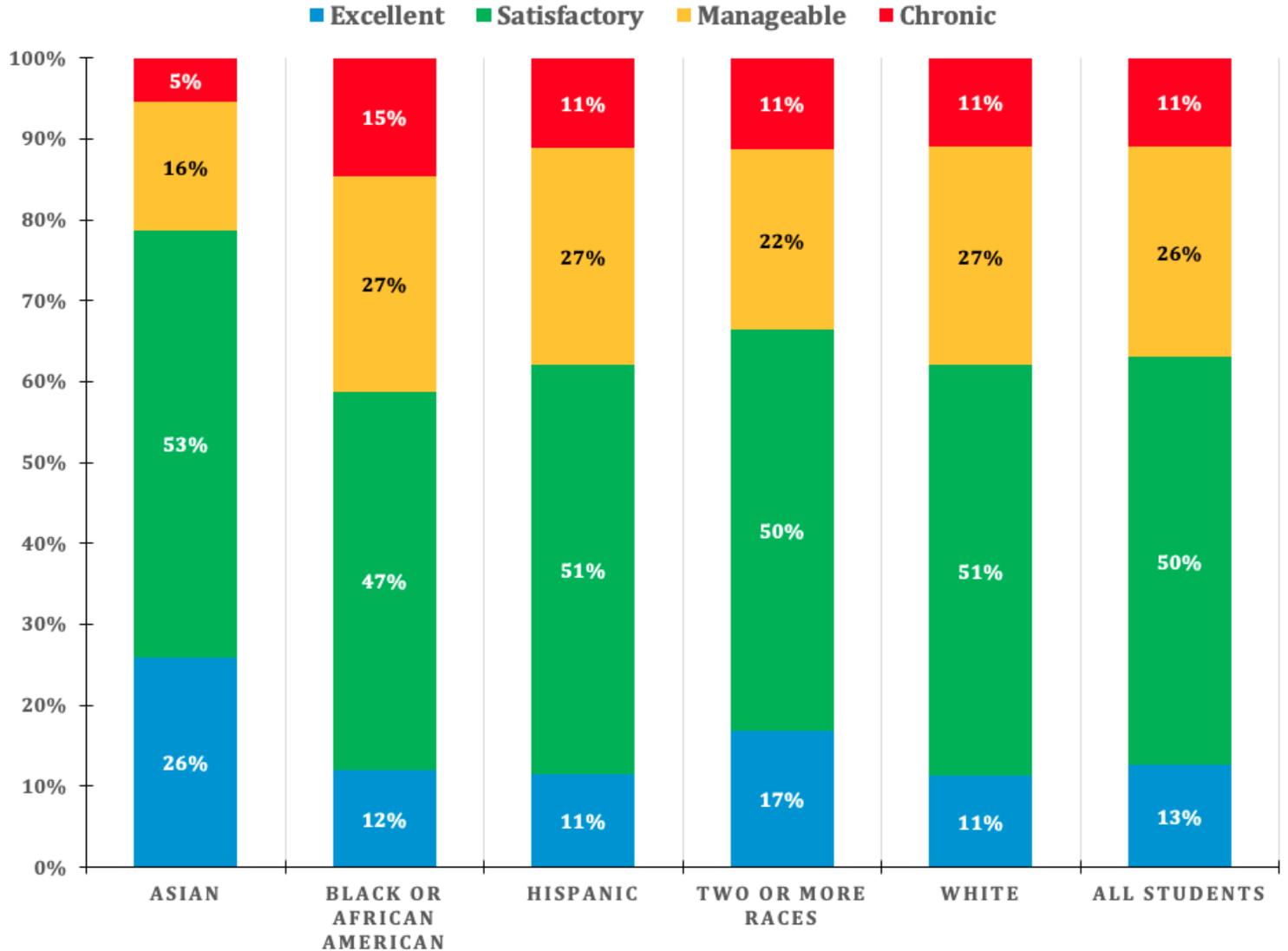
Attendance Summary By Race/Ethnicity (Grades 3-8, 11)

	Excellent	Satisfactory	Manageable	Chronic	Total
Asian	90	183	55	19	347
Black or African American	48	186	106	58	398
Hispanic	199	875	466	191	1731
Two or More Races	61	180	81	41	363
White	325	1466	779	316	2886
All Students	737	2922	1510	636	5805

Attendance Summary - Subgroups (Grades 3-8, 11)
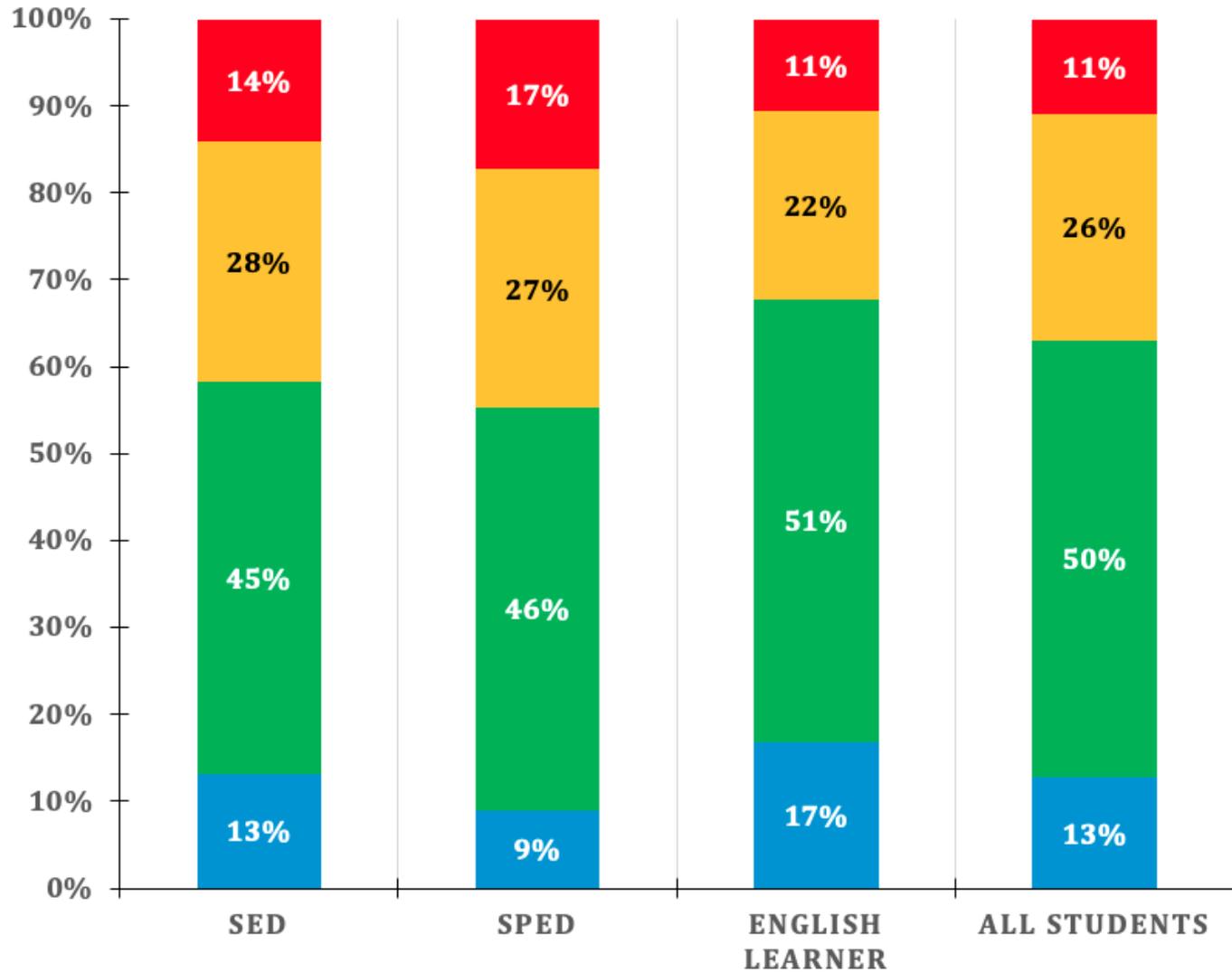
Attendance Summary - Subgroups (Grades 3-8, 11)

	Excellent	Satisfactory	Manageable	Chronic	Total
SED	211	723	443	227	1604
SPED	69	357	212	133	771
EL	74	225	95	47	441
All Students	737	2922	1510	636	5805

Student Engagement Survey

- Santa Monica-Malibu Unified School District (SMMUSD) Student Engagement Survey was administered to 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 (%)			
	2019	2018	2017	2016	**2019**	2018	2017	2016	**2019**	2018	2017	2016
Grades 6-8	**841**	1,207	1,999	1,196	**1,698**	1,733	2,592	2,658	**98%**	46%	77%	45%
Grades 9-10	**498**	134	1,162	1,145	**880**	845	1,714	1,793	**57%**	8%	68%	64%
Grades 11-12	—	—	889	1,133	—	—	1,771	2,005	—	—	50%	57%
Overall	**1,339**	1,341	4,050	3,474	**2,578**	2,578	6,077	6,456	**52%**	22%	67%	54%

In 2019, 1,339 students participated in the survey

In 2018, 1,341 students participated in the survey

In 2017, 4,050 students participated in the survey

In 2016, 3,474 students participated in the survey

Student Engagement Survey:
Cognitive Engagement by Grade
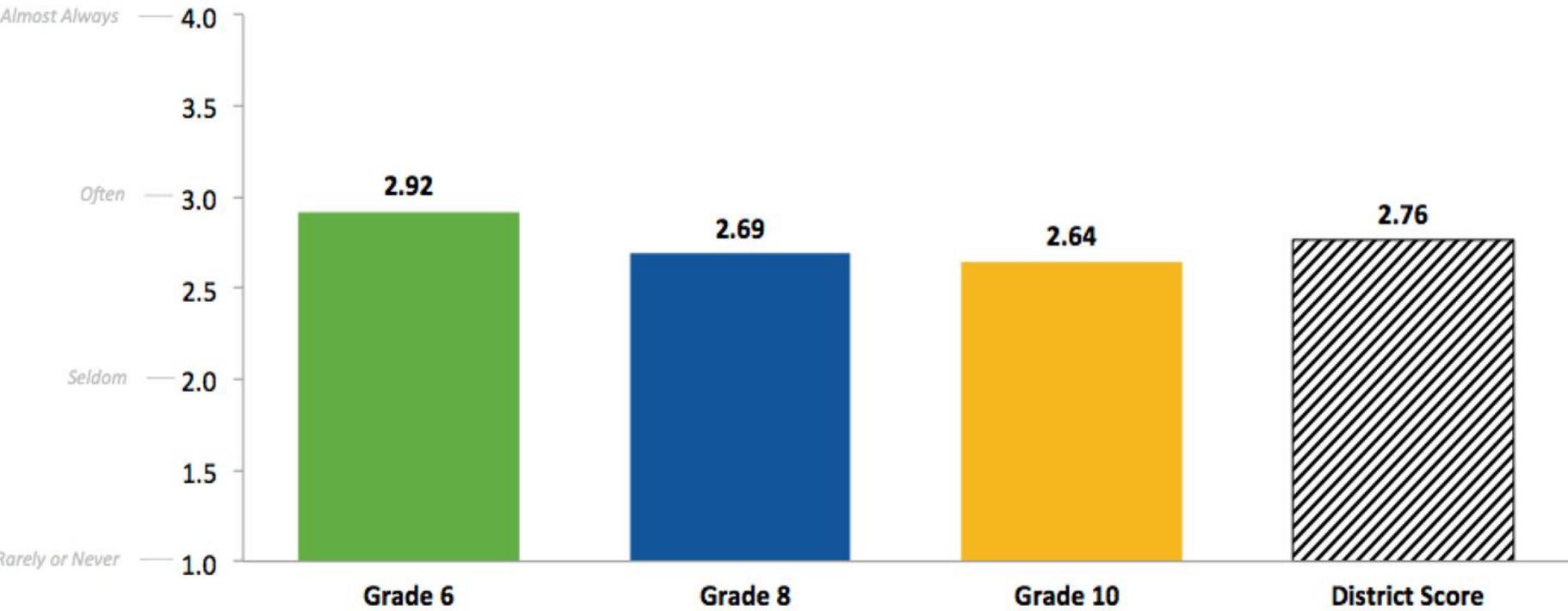
Student Engagement Survey:
Social and Emotional Engagement by Grade
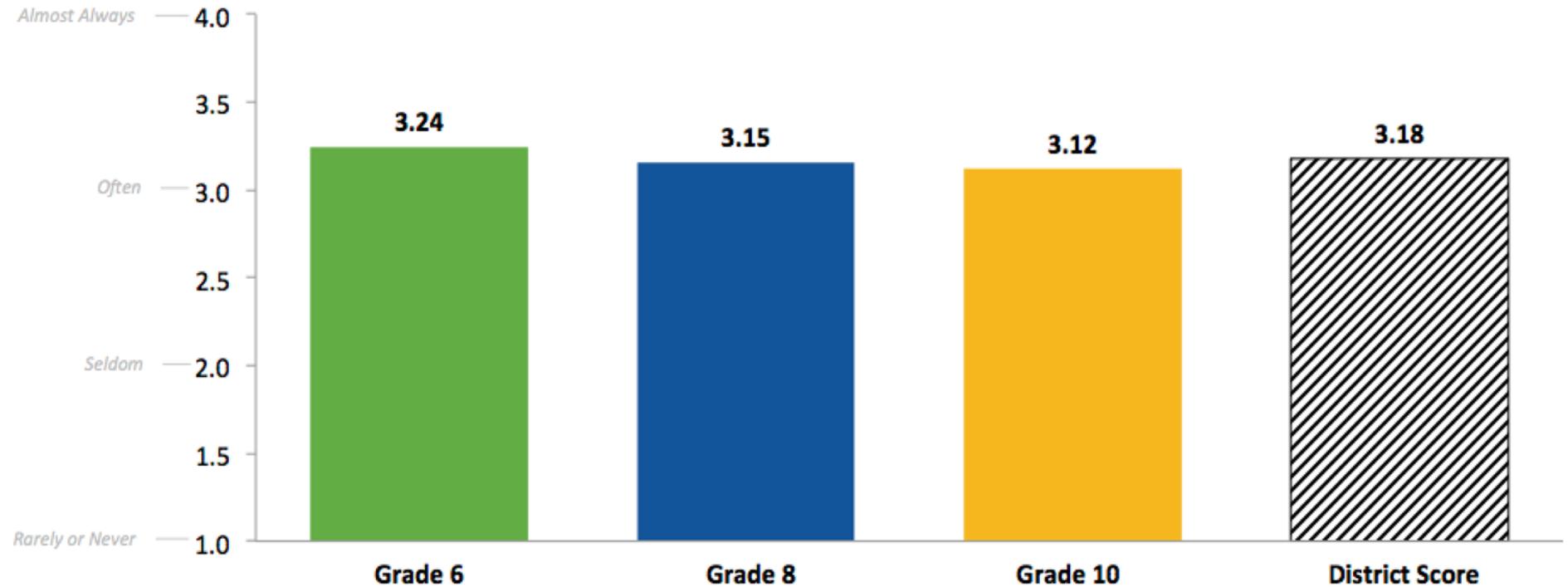
Student Engagement Survey:
Average Engagement by Demographics

	Overall Engagement	Cognitive Engagement	Social and Emotional Engagement
All Students	3.06	2.76	3.18
Gender			
Female (N = 654)	3.10	2.78	3.22
Male (N = 685)	3.02	2.75	3.13
Race/Ethnicity			
Asian (N = 69)	3.08	2.84	3.17
Black or African American (N = 61)	3.00	2.79	3.09
Hispanic (N = 444)	3.01	2.75	3.11
Two or More Races (N = 99)	3.04	2.72	3.17
White (N = 648)	3.10	2.77	3.23

Student Engagement Survey:
Average Engagement by Demographics (Continued)

	Overall Engagement	Cognitive Engagement	Social and Emotional Engagement
Disability Status			
Students with Disabilities (N = 366)	3.04	2.82	3.12
Students without Disabilities (N = 973)	3.07	2.74	3.20
English Proficiency			
English Learners (N = 82)	3.04	2.84	3.11
R-FEPs (N = 137)	3.07	2.76	3.19
I-FEPs (N = 122)	3.00	2.70	3.11
English Only (N = 997)	3.07	2.76	3.19