2018-2019 SBAC DATA PRESENTATION
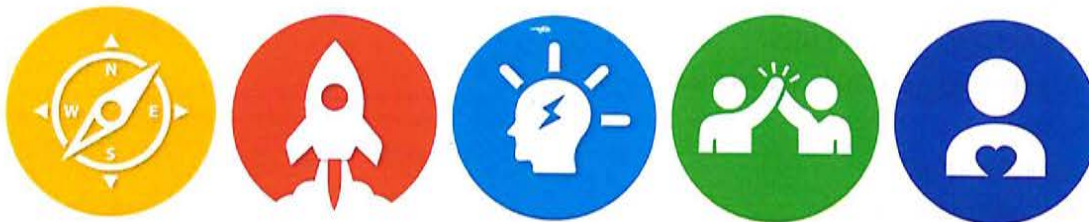
OCTOBER 16, 2019

MISSION

CUSD, a provider of education beyond the expected, educates individual students to their highest potential and ensures that they are prepared to succeed.

CUSD VISION

CUSD will be a model for innovative programs and instruction that engages, empowers, and inspires all children to thrive.

CUSD is committed to using data to better understand our improvement efforts. We use data to:

- Determine and analyze trends
- Respond to the data for interventions and extensions
- Scale best practice
- Determine if change efforts are working

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Acronym Definitions

EL: English Learner

ELA: English Language Arts

EO: English Only

IFEP: Initial fluent English proficient

RFEP: Reclassified fluent English proficient

RTI: Response to Intervention

SBAC: Smarter Balanced Assessment Consortium

SED: Socio-Economically disadvantaged

SWD: Students with Disabilities

UNK: Unknown

N: Group size

( ): Empty parentheses mean that there are 10 or fewer students in that target group.

* Means that the year range in the "Overall Change" is adjusted to reflect available data

Claim Area Explanation for the Every Child a Reader Data

Smarter Balanced Summative Assessments

Area (Claim) Descriptors

These categories were identified by using the distance a student's performance on the questions related to that claim is from the Level 3 "Standard Met" achievement level criterion. The claim achievement category indicates that the score on a claim is one of the following:

- If the scale score of a claim is above the "Standard Met" achievement level on the total content-area test, the achievement category for the claim is "**Above Standard**".
- If the scale score of a claim is at or near the "Standard Met" achievement level on the total content-area test, the achievement category for the claim is "**Near Standard**".
- If the scale score of a claim is below the "Standard Met" achievement level on the total content-area test, the achievement category for the claim is "**Below Standard**".

English Language Arts/Literacy Achievement Level Descriptors

Area	Above Standard	Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a **thorough** ability to read closely and analytically to understand a range of informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of high complexity.	The student demonstrates **some** ability to read closely and analytically to understand a range of informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of moderate complexity.	The student **does not yet** demonstrate an ability to read closely and analytically to understand a range informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of moderate complexity.
Writing Producing clear and purposeful writing	The student demonstrates a **thorough** ability to produce well-organized, developed, and supported writing (e.g., narrative, informational, explanatory, and argumentative) for different purposes and audiences.	The student demonstrates **some** ability to produce organized, developed, and supported writing (e.g. narrative, informational, explanatory, and argumentative) for different purposes and audiences.	The student **does not yet** demonstrate an ability to produce organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.
Listening Demonstrating effective communication skills	The student demonstrates a **thorough** ability to use effective listening skills for a range of purposes and audiences.	The student demonstrates **some** ability to use effective listening skills for a range of purposes and audiences.	The student **does not yet** demonstrate the ability to use effective listening skills.
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a **thorough** ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	The student demonstrates **some** ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	The student **does not yet** demonstrate the ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

CUSD 5 YEAR SBAC DATA English Language Arts

ELA Districtwide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (867/791)	50%	53%	56%	57%	58%	8%
Fourth (847/781)	47%	52%	51%	57%	54%	7%
Fifth (814/767)	51%	54%	58%	54%	61%	10%
Sixth (768/736)	43%	50%	52%	56%	55%	12%
Seventh (695/699)	52%	48%	53%	52%	59%	7%
Eighth (743/705)	45%	53%	51%	53%	57%	12%
All (4,734/4,479)	48%	52%	54%	55%	58%	10%

ELA Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Afr Ame (192/130)	37%	42%	44%	49%	42%	5%
Amer Ind (11/7)	36%	31%	50%	50%	38%	2%
Asian (585/649)	78%	80%	81%	85%	86%	8%
Filipino (127/78)	59%	63%	72%	66%	71%	12%
Hispanic (2,235/2,154)	28%	33%	32%	34%	37%	9%
MultiRacial (152/278)	64%	68%	74%	74%	79%	15%
Pac Island (40/20)	41%	52%	57%	49%	60%	19%
UNK (NA/173)	NA	NA	53%	60%	64%	11%
White (1,322/990)	68%	70%	75%	75%	77%	9%
All (4,734/4,479)	48%	52%	54%	55%	58%	10%

ELA Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
EL (881/872)	10%	16%	8%	6%	7%	-3%
EO (2,329/2,140)	59%	61%	64%	66%	69%	10%
IFEP (198/263)	78%	81%	84%	89%	90%	12%
RFEP (1,323/1,204)	51%	61%	60%	63%	67%	16%
SED (2,243/2,096)	26%	31%	31%	33%	37%	11%
Not SED (2,491/2,383)	68%	69%	71%	71%	76%	8%
SWD (438/506)	12%	13%	15%	19%	22%	10%
Females (2,321/2,225)	54%	59%	59%	61%	63%	9%
Males (2,413/2,254)	42%	44%	47%	49%	52%	10%
Homeless Status (26)	NA	NA	NA	NA	31%	NA
All (4,734/4,479)	48%	52%	54%	55%	58%	10%

CUSD 5 YEAR SBAC DATA Mathematics

Math Districtwide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (869/803)	54%	58%	64%	64%	60%	6%
Fourth (855/785)	43%	49%	50%	56%	56%	13%
Fifth (816/772)	43%	42%	46%	43%	49%	6%
Sixth (771/739)	35%	43%	44%	49%	47%	12%
Seventh (697/703)	44%	37%	42%	43%	49%	5%
Eighth (736/706)	34%	41%	41%	42%	48%	14%
All (4,744/4,508)	42%	45%	48%	50%	52%	10%

Math Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Afr Ame (192/130)	37%	42%	32%	35%	36%	-1%
Amer Ind (11/7)	36%	31%	43%	32%	50%	14%
Asian (595/655)	78%	80%	81%	83%	87%	9%
Filipino (130/78)	59%	63%	56%	66%	65%	6%
Hispanic (2,236/2,176)	29%	33%	27%	27%	29%	0%
MultiRacial (152/277)	64%	68%	71%	67%	75%	11%
Pac Island (40/20)	41%	52%	37%	26%	30%	-11%
UNK (NA/173)	NA	NA	53%	54%	57%	4%
White (1,313/993)	68%	70%	68%	70%	70%	2%
All (4,744/4,508)	42%	45%	48%	50%	52%	10%

Math Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
EL (901/907)	11%	16%	13%	9%	11%	0%
EO (2,320/2,137)	52%	56%	59%	59%	62%	10%
IFEP (198/263)	71%	78%	77%	84%	85%	14%
RFEP (1,321/1,201)	42%	49%	49%	54%	57%	15%
SED (2,246/2,112)	20%	23%	26%	26%	30%	10%
Not SED (2,498/2,396)	62%	65%	66%	66%	71%	9%
SWD (436/508)	11%	12%	14%	18%	19%	8%
Females (2,328/2,243)	44%	46%	49%	49%	52%	8%
Males (2,416/2,265)	42%	44%	48%	50%	51%	9%
Homeless Status (25)	NA	NA	NA	NA	16%	NA
All (4,744/4,508)	42%	45%	48%	50%	52%	10%

CUSD 5 YEAR DATA School Trends

ELA School Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
District (4,734/4,479)	48%	52%	54%	55%	58%	10%
Blackford (259/251)	24%	35%	27%	31%	34%	10%
CSI (0/81)	NA	NA	NA	NA	67%	NA
Capri (310/295)	56%	57%	55%	59%	61%	5%
Castlemont (349/309)	44%	45%	47%	58%	61%	17%
Forest Hill (284/311)	77%	81%	88%	90%	86%	9%
Lynhaven (244/268)	36%	38%	42%	35%	44%	8%
Marshall Lane (295/266)	77%	77%	80%	80%	83%	6%
Monroe Middle (861/1,069)	36%	41%	42%	43%	42%	6%
Rolling Hills Middle (934/1,012)	71%	72%	72%	70%	74%	3%
Rosemary (180/211)	23%	29%	32%	31%	31%	8%
Sherman Oaks (234/277)	26%	48%	45%	41%	39%	13%
Village (135/126)	74%	83%	78%	80%	75%	1%

Math School Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
District (4,744/4,508)	42%	45%	48%	50%	52%	10%
Blackford (256/258)	15%	22%	21%	27%	25%	10%
CSI (0/82)	NA	NA	NA	NA	60%	NA
Capri (308/296)	60%	64%	64%	60%	59%	-1%
Castlemont (354/312)	45%	45%	48%	51%	55%	10%
Forest Hill (287/311)	81%	80%	89%	84%	86%	5%
Lynhaven (243/271)	32%	35%	45%	33%	42%	10%
Marshall Lane (296/265)	74%	79%	81%	82%	81%	7%
Monroe Middle (869/1,074)	26%	29%	32%	30%	31%	5%
Rolling Hills Middle (929/1,015)	62%	64%	67%	68%	66%	4%
Rosemary (182/218)	25%	30%	29%	32%	34%	9%
Sherman Oaks (234/277)	23%	23%	37%	38%	35%	12%
Village (135/126)	75%	78%	63%	71%	75%	0%

CUSD 2019 SBAC DATA Demographics by Grade Level

2019 ELA Demographics and Grade Level Met/Exceed							
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	ALL
All Students (4,479)	58%	54%	61%	55%	59%	57%	58%
Afr Ame (130)	44%	50%	35%	38%	55%	29%	42%
Asian (649)	84%	90%	87%	83%	90%	83%	86%
Filipino (78)	55%	92%	NA	63%	75%	67%	71%
Hispanic (2,154)	38%	32%	42%	35%	36%	38%	37%
MultiRacial (278)	82%	74%	82%	87%	71%	77%	79%
Pac Island (20)	NA	NA	NA	NA	NA	NA	60%
UNK (173)	66%	70%	57%	74%	54%	65%	64%
White (990)	76%	72%	82%	77%	76%	79%	77%
SED (2,096)	35%	35%	40%	36%	35%	38%	37%
SWD (506)	24%	26%	32%	18%	14%	19%	22%
EL (872)	10%	10%	7%	3%	4%	2%	7%
EO(2,140)	68%	65%	73%	69%	70%	70%	69%
IFEP (263)	91%	91%	94%	89%	88%	86%	90%
RFEP (1,204)	75%	77%	72%	66%	63%	57%	67%

2019 Math Demographics and Grade Level Met/Exceed							
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	ALL
All Students (4,508)	60%	56%	49%	47%	48%	48%	52%
Afr Ame (130)	48%	64%	13%	38%	23%	29%	36%
Asian (655)	88%	94%	84%	79%	91%	87%	87%
Filipino (78)	55%	85%		63%	75%	67%	65%
Hispanic (2,176)	39%	34%	29%	27%	20%	26%	29%
MultiRacial (277)	82%	74%	69%	83%	67%	71%	75%
Pac Island (20)	NA	NA	NA	NA	NA	NA	30%
UNK (173)	66%	69%	43%	53%	46%	65%	57%
White (993)	78%	74%	72%	65%	67%	64%	70%
SED (2,112)	35%	39%	27%	27%	25%	24%	30%
SWD (508)	32%	27%	23%	11%	8%	12%	19%
EL (907)	18%	17%	6%	7%	4%	9%	11%
EO(2,137)	68%	64%	58%	61%	60%	60%	62%
IFEP (263)	91%	92%	86%	83%	83%	73%	85%
RFEP (1,201)	77%	83%	58%	51%	46%	44%	57%

Increase 2% or more Met/Exceed as compared to Spring 2018
Decrease 2% or more Met/Exceed as compared to Spring 2018

CUSD SBAC DATA Grade Level Cohorts

SBAC ELA Grade Level Progression Met/Exceed

2019 GR 3 (791)						
58%						
2018 GR 3 (810)	2019 GR 4 (781)	Overall Change				
57%	54%	-3%				
2017 GR 3 (792)	2018 GR 4 (776)	2019 GR 5 (767)	Overall Change			
56%	57%	61%	5%			
2016 GR 3 (854)	2017 GR 4 (827)	2018 GR 5 (802)	2019 GR 6 (736)	Overall Change		
53%	51%	54%	55%	2%		
2015 GR 3 (867)	2016 GR 4 (850)	2017 GR 5 (815)	2018 GR 6 (754)	2019 GR 7 (699)	Overall Change	
50%	52%	58%	56%	59%	9%	
	2015 GR 4 (847)	2016 GR 5 (813)	2017 GR 6 (747)	2018 GR 7 (724)	2019 GR 8 (705)	Overall Change
	47%	54%	52%	52%	57%	10%

SBAC MA Grade Level Progression Met/Exceed

2019 GR 3 (791)						
60%						
2018 GR 3 (810)	2019 GR 4 (785)	Overall Change				
64%	56%	-8%				
2017 GR 3 (792)	2018 GR 4 (776)	2019 GR 5 (767)	Overall Change			
64%	56%	49%	-15%			
2016 GR 3 (854)	2017 GR 4 (827)	2018 GR 5 (802)	2019 GR 6 (739)	Overall Change		
58%	50%	43%	47%	-11%		
2015 GR 3 (869)	2016 GR 4 (850)	2017 GR 5 (815)	2018 GR 6 (754)	2019 GR 7 (703)	Overall Change	
54%	49%	46%	49%	49%	-5%	
	2015 GR 4 (855)	2016 GR 5 (813)	2017 GR 6 (747)	2018 GR 7 (724)	2019 GR 8 (706)	Overall Change
	43%	42%	44%	43%	48%	5%

Increase 2% or more Met/Exceed
Decrease 2% or more Met/Exceed

CUSD SBAC DATA Grade Level Economic Status Cohorts

SBAC ELA Grade Level SED Progression Met/Exceed

2019 GR 3 (345)						
35%						
2018 GR 3 (359)	2019 GR 4 (376)	Overall Change				
34%	35%	1%				
2017 GR 3 (385)	2018 GR 4 (320)	2019 GR 5 (357)	Overall Change			
32%	34%	40%	8%			
2016 GR 3 (402)	2017 GR 4 (394)	2018 GR 5 (342)	2019 GR 6 (371)	Overall Change		
31%	30%	34%	36%	5%		
2015 GR 3 (407)	2016 GR 4 (379)	2017 GR 5 (332)	2018 GR 6 (289)	2019 GR 7 (317)	Overall Change	
26%	29%	34%	33%	35%	9%	
	2015 GR 4 (412)	2016 GR 5 (382)	2017 GR 6 (342)	2018 GR 7 (303)	2019 GR 8 (330)	Overall Change
	26%	35%	32%	31%	38%	12%

SBAC ELA Grade Level NOT SED Progression Met/Exceed

2019 GR 3 (446)						
76%						
2018 GR 3 (451)	2019 GR 4 (405)	Overall Change				
75%	72%	-3%				
2017 GR 3 (434)	2018 GR 4 (456)	2019 GR 5 (410)	Overall Change			
76%	73%	73%	-3%			
2016 GR 3 (451)	2017 GR 4 (433)	2018 GR 5 (459)	2019 GR 6 (365)	Overall Change		
73%	70%	52%	65%	-8%		
2015 GR 3 (460)	2016 GR 4 (471)	2017 GR 5 (483)	2018 GR 6 (458)	2019 GR 7 (382)	Overall Change	
72%	70%	74%	71%	78%	6%	
	2015 GR 4 (435)	2016 GR 5 (430)	2017 GR 6 (405)	2018 GR 7 (421)	2019 GR 8 (375)	Overall Change
	67%	71%	69%	68%	75%	8%

Increase 2% or more Met/Exceed
Decrease 2% or more Met/Exceed

SBAC MA Grade Level Progression SED Met/Exceed

2019 GR 3 (353)						
35%						
2018 GR 3 (360)	2019 GR 4 (380)	Overall Change				
39%	39%	0%				
2017 GR 3 (362)	2018 GR 4 (324)	2019 GR 5 (361)	Overall Change			
44%	33%	26%	-18%			
2016 GR 3 (406)	2017 GR 4 (396)	2018 GR 5 (341)	2019 GR 6 (373)	Overall Change		
35%	27%	23%	27%	-8%		
2015 GR 3 (409)	2016 GR 4 (381)	2017 GR 5 (334)	2018 GR 6 (288)	2019 GR 7 (314)	Overall Change	
32%	23%	20%	26%	25%	-7%	
	2015 GR 4 (415)	2016 GR 5 (384)	2017 GR 6 (346)	2018 GR 7 (297)	2019 GR 8 (331)	Overall Change
	21%	29%	26%	19%	24%	3%

SBAC MA Grade Level Progression NOT SED Met/Exceed

2019 GR 3 (450)						
79%						
2018 GR 3 (452)	2019 GR 4 (405)	Overall Change				
77%	73%	-5%				
2017 GR 3 (438)	2018 GR 4 (462)	2019 GR 5 (411)	Overall Change			
81%	72%	87%	6%			
2016 GR 3 (461)	2017 GR 4 (429)	2018 GR 5 (467)	2019 GR 6 (366)	Overall Change		
77%	71%	57%	68%	-9%		
2015 GR 3 (460)	2016 GR 4 (473)	2017 GR 5 (481)	2018 GR 6 (459)	2019 GR 7 (389)	Overall Change	
74%	71%	65%	64%	67%	-7%	
	2015 GR 4 (440)	2016 GR 5 (432)	2017 GR 6 (405)	2018 GR 7 (425)	2019 GR 8 (375)	Overall Change
	63%	62%	60%	61%	70%	7%

Increase 2% or more Met/Exceed
Decrease 2% or more Met/Exceed

REFLECTIONS

CUSD DATA TRENDS

Glows	Grows
Every demographic group increased or maintained proficiency level in math in 2019 from Spring 2018.	Data demonstrates that we struggle significantly to help ELs reach grade level proficiency and maintain growth patterns.
Once ELs are redesignated they are very closely matched (+/-4%) to their English only counterparts.	African American student group performance and growth is declining.
We are better at meeting the needs of Hispanic students in ELA than Math. Growth is 9% over time in ELA: the same as our White student group.	There is a trend of math cohort group decline from 3rd-5th grade district-wide. The cohorts begin to increase in 6th grade but never get back to original proficiency levels.
3rd grade is our highest performing grade level every year in Math.	Middle school is where we have the lowest performance in math. 8th grade has the lowest performance for 3 of the 5 years of SBAC data.

CUSD RESPONSE TO DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Vertically examine standards in math between grades 3, 4, 5 to ensure that teachers deeply understand the main work of the grade span. Conduct a curriculum audit to determine what elements do not match the essential standards and rigor required of assessments.	Create visuals for each grade level of the main work of the grade span to share among all staff so that we focus on coherence throughout the system. Visit all elementary math classrooms to determine district trends for math instruction and alignment to essential standards.
Build knowledge around math interventions and best practices through professional development.	Elementary math coach to design intervention and first instruction strategies to improve the quality of first instruction.
Engage a stakeholder group in Improvement Science work at BLK in the area of math to determine the root causes of the proficiency gap and implement a change idea to see if it leads to improvement.	Change ideas will be scaled to other areas if it is determined we have evidence of success.

Implement a data protocol for all administrators and teachers to ensure we remain focused on data to inform our work.	Completion of data protocol form at each meeting and implementation of agreed-upon next steps for responding to the data.
Ensure all CUSD staff is aware of the data trend we are seeing for the African American student group by sharing data after benchmark periods. Develop strategies to gather input from our African American students and their families.	Determine data trends and respond at the site level after each benchmark period. Track the stakeholder engagement we receive from this student group and view trends that may guide our improvement work.
Highlight and scale effective practices to support English Learners. Current practices will be shared in the presentation.	Metrics for evaluation will be shared.

CUSD 2019 DATA 3rd Grade Every Child a Reader

Grade Three Demographics Districtwide		
	2019 ELA Met/Exceed	2019 Claim READING Above/Near
All (791)	58%	75%
SED (345)	35%	57%
SWD (78)	24%	41%
IFEP (33)	92%	100%
RFEP (166)	75%	90%
EL (168)	10%	33%
EO (424)	68%	83%
Afr Ame (25)	44%	76%
Asian (127)	84%	91%
Filipino ()	NA	NA
Hispanic (369)	38%	59%
MultiRacial (61)	82%	99%
Pac Island ()	NA	NA
White (156)	76%	88%
Female (429)	65%	79%
Male (362)	50%	70%

Grade Three School Sites All		
	2019 ELA Met/Exceed	2019 Claim READING Above/Near
All (791)	58%	75%
Blackford (86)	31%	60%
CSI (46)	59%	72%
Capri (98)	60%	79%
Castlemont (91)	75%	85%
Forest Hill (108)	89%	94%
Lynhaven (93)	45%	60%
Marshall Lane (86)	85%	93%
Rosemary (68)	22%	47%
Sherman Oaks (70)	31%	59%
Village (45)	69%	89%

Grade Three School Sites SED		
	2019 ELA Met/Exceed	2019 Claim READING Above/Near
All SED (345)	35%	57%
Blackford (69)	30%	59%
CSI ()	NA	NA
Capri (34)	38%	56%
Castlemont (50)	64%	78%
Forest Hill ()	NA	NA
Lynhaven (60)	43%	62%
Marshall Lane ()	NA	NA
Rosemary (62)	21%	47%
Sherman Oaks (49)	20%	45%
Village ()	NA	NA

Grade Three School Sites EL		
	2019 ELA Met/Exceed	2019 Claim READING Above/Near
EL (168)	10%	33%
Blackford (27)	11%	44%
CSI ()	NA	NA
Capri (13)	0%	46%
Castlemont (23)	39%	61%
Forest Hill ()	NA	NA
Lynhaven (24)	0%	17%
Marshall Lane ()	NA	NA
Rosemary (36)	0%	19%
Sherman Oaks (35)	9%	31%
Village ()	NA	NA

NOTE: The first column of overall data includes four claims (reading, writing, speaking/ listening and research/ inquiry). The second column represents just the reading claim and includes students who are above standard and near standard.

REFLECTIONS

CUSD DATA TRENDS

Glows	Grows
IFEP and RFEP reading proficiency rates are very high. Both student groups outperform the English Only student group.	We have schools where no EL students left 3rd grade proficient.
Castlemont data from 2019 identifies impressive growth and proficiency for EL, SWD and SED students.	While some schools have student groups lower than 12 we need to be tracking their data separately to ensure the overall number of ELs/SED students are being addressed. This adds up district-wide.
Not reflected in the data necessarily, but we now have identified metrics that are used systemwide to measure our progress toward ECAR-3: SBAC data, Reading Claim data, DIBELS and IReady.	Data supports the achievement gap between White/Asian student groups and African American/Hispanic reading success.

CUSD RESPONSE TO THE DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Deeply examine success stories so that they can be replicated and celebrated.	Make data transparent across the system in PLCs.
Create a system for teachers to observe other teachers who are effectively implementing the CKLA curriculum.	Highlight teacher practice in our district communications and celebrate evidence of success.
Create a pacing guide for the foundational literacy curriculum and a reading toolkit for teachers to use for tier 1 and 2 intervention.	Monitor the data from the assessment spreadsheets that accompany the pacing guides.
Implement fidelity measures to ensure that teachers are teaching CKLA in a coherent manner Kindergarten-Second Grade.	Pacing guides, classroom observations, PLC meeting notes, meetings with teacher teams.

CUSD 5 YEAR STUDENTS WITH DISABILITIES TREND DATA English Language Arts

ELA SWD Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ALL (438/506)	12%	13%	15%	19%	22%	10%
GR 3 (61/78)	18%	22%	29%	29%	24%	6%
GR4 (77/90)	18%	17%	19%	29%	26%	8%
GR 5 (79/90)	11%	15%	12%	15%	32%	21%
GR 6 (80/97)	12%	10%	12%	13%	18%	6%
GR 7 (55/78)	9%	8%	9%	17%	14%	5%
GR 8 (86/73)	5%	9%	7%	13%	19%	14%

ELA SWD Met/Exceed by School						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
BLK (21/33)	5%	6%	5%	6%	18%	13%
CSI ()	NA	NA	NA	NA	NA	NA
CAP (29/26)	24%	14%	22%	31%	27%	3%
CAS (40/35)	3%	13%	8%	31%	40%	37%
FH (24/14)	50%	55%	66%	61%	79%	29%
LYN (26/60)	0%	6%	13%	6%	12%	12%
ML (19/25)	22%	18%	60%	47%	56%	34%
MMS (100/142)	5%	6%	6%	10%	11%	6%
RHMS (81/100)	20%	17%	20%	26%	26%	6%
ROS (16/24)	6%	8%	10%	9%	0%	-6%
SOAKS (11/25)	NA	0%	8%	10%	16%	16%
VL (15/12)	NA	73%	57%	53%	46%	-27%
ALL (438/506)	12%	13%	15%	19%	22%	10%

CUSD 5 YEAR STUDENTS WITH DISABILITIES TREND DATA Mathematics

Math SWD Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ALL (438/508)	11%	12%	14%	18%	19%	8%
GR 3 (61/78)	25%	22%	37%	35%	32%	7%
GR4 (77/90)	21%	18%	14%	29%	27%	6%
GR 5 (79/91)	7%	8%	9%	10%	23%	16%
GR 6 (80/97)	7%	7%	9%	10%	11%	4%
GR 7 (55/78)	6%	8%	8%	15%	8%	2%
GR 8 (84/74)	4%	3%	6%	9%	12%	8%

Math SWD Met/Exceed by School						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
BLK (21/34)	5%	0%	0%	3%	9%	4%
CSI ()	NA	NA	NA	NA	NA	NA
CAP (29/26)	31%	26%	26%	34%	31%	0%
CAS (40/35)	3%	11%	19%	36%	37%	34%
FH (24/14)	50%	59%	80%	65%	71%	21%
LYN (26/60)	4%	6%	19%	4%	15%	11%
ML (19/25)	16%	30%	53%	53%	56%	40%
MMS (100/143)	1%	5%	4%	9%	4%	3%
RHMS (81/100)	19%	14%	19%	21%	20%	1%
ROS (16/24)	6%	4%	3%	13%	4%	-2%
SOAKS (11/25)	NA	0%	8%	10%	12%	12%
VL (15/13)	NA	46%	25%	33%	54%	8%
ALL (438/508)	11%	12%	14%	18%	19%	8%

STUDENTS WITH DISABILITIES TREND DATA Grade Level Cohorts English Language Arts

SBAC ELA Grade Level SWD Progression Met/Exceed

GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	Overall Change
2019 GR 3 (78) 24%						
2018 GR 3 (68) 29%	2019 GR 4 (90) 26%					-3%
2017 GR 3 (70) 29%	2018 GR 4 (82) 26%	2019 GR 5 (90) 32%				3%
2016 GR 3 (80) 22%	2017 GR 4 (93) 19%	2018 GR 5 (101) 15%	2019 GR 6 (97) 18%			-4%
2015 GR 3 (61) 18%	2016 GR 4 (83) 17%	2017 GR 5 (75) 12%	2018 GR 6 (79) 13%	2019 GR 7 (78) 14%		-4%
	2015 GR 4 (77) 18%	2016 GR 5 (86) 15%	2017 GR 6 (73) 12%	2018 GR 7 (76) 17%	2019 GR 8 (73) 19%	1%

SBAC ELA Grade Level NOT SWD Progression Met/Exceed

GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	Overall Change
2019 GR 3 (713) 62%						
2018 GR 3 (742) 60%	2019 GR 4 (691) 58%					-2%
2017 GR 3 (722) 59%	2018 GR 4 (694) 61%	2019 GR 5 (677) 65%				6%
2016 GR 3 (773) 57%	2017 GR 4 (734) 55%	2018 GR 5 (700) 60%	2019 GR 6 (639) 61%			4%
2015 GR 3 (806) 53%	2016 GR 4 (767) 55%	2017 GR 5 (740) 62%	2018 GR 6 (668) 62%	2019 GR 7 (621) 64%		11%
	2015 GR 4 (770) 60%	2016 GR 5 (726) 58%	2017 GR 6 (674) 56%	2018 GR 7 (648) 57%	2019 GR 8 (632) 62%	2%

Increase 2% or more Met/Exceed
Decrease 2% or more Met/Exceed

STUDENTS WITH DISABILITIES TREND DATA Grade Level Cohorts Mathematics

SBAC MA Grade Level Progression SWD Met/Exceed

2019 GR 3 (78) 32%						
2018 GR 3 (360) 35%	2019 GR 4 (90) 27%	Overall Change -8%				
2017 GR 3 (71) 37%	2018 GR 4 (324) 29%	2019 GR 5 (91) 23%	Overall Change -14%			
2016 GR 3 (81) 22%	2017 GR 4 (90) 14%	2018 GR 5 (341) 10%	2019 GR 6 (97) 11%	Overall Change -11%		
2015 GR 3 (61) 25%	2016 GR 4 (83) 18%	2017 GR 5 (75) 10%	2018 GR 6 (288) 10%	2019 GR 7 (78) 8%	Overall Change -17%	
	2015 GR 4 (77) 21%	2016 GR 5 (85) 8%	2017 GR 6 (74) 11%	2018 GR 7 (297) 15%	2019 GR 8 (74) 12%	Overall Change -9%

SBAC MA Grade Level Progression NOT SWD Met/Exceed

2019 GR 3 (725) 63%						
2018 GR 3 (744) 63%	2019 GR 4 (695) 60%	Overall Change -3%				
2017 GR 3 (729) 57%	2018 GR 4 (704) 59%	2019 GR 5 (681) 53%	Overall Change -4%			
2016 GR 3 (786) 62%	2017 GR 4 (4735) 55%	2018 GR 5 (706) 48%	2019 GR 6 (642) 53%	Overall Change -9%		
2015 GR 3 (808) 56%	2016 GR 4 (771) 54%	2017 GR 5 (740) 50%	2018 GR 6 (669) 54%	2019 GR 7 (625) 53%	Overall Change -3%	
	2015 GR 4 (778) 46%	2016 GR 5 (731) 46%	2017 GR 6 (677) 48%	2018 GR 7 (647) 47%	2019 GR 8 (632) 53%	Overall Change 7%

REFLECTIONS

CUSD DATA TRENDS

Glows	Grows
5th grade 17% increase in ELA for SWD in 2019	Students with disabilities cohort data declines year to year in ELA and Math.
5th grade 13% increase in Math for SWD in 2019	Increase in the number of students being identified between 2015 to 2019 is 70
9/11 Schools saw 5 year trend growth in ELA.	Improve referral to special education process to include a pre-referral process for EL students.
9/11 Schools saw 5 year trend growth in MA.	Review speech referral process; consider a speech screener, pre-referral checklist

CUSD RESPONSE TO THE DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Each trimester data will be reviewed and discussed with special Ed. Staff during Division Meetings.	Meeting agendas, meeting notes, growth on iReady and DIBELs
MS Resource Specialist Teachers will be meeting with General Ed Teachers for focused math PD.	Meeting agendas, iReady, CFAs
Touch Math training will be held for Special Day Class Teachers.	Meeting agendas, classroom assessments
Launching of Inclusion cohort to support planning and lesson development between General Education and Special Education Staff. This will in a book study.	Meeting agendas, surveys, CFAs
Support Special ed. Staff with piloting supplemental materials and additional PD for working with gen. Ed. curriculum.	Teacher feedback, Meeting agendas
Sherman Oaks Resource Specialist Teacher is providing full Inclusion instruction alongside 4th and 5th grade teachers.	iReady, CFAs, teacher feedback surveys
RHMS continues to expand the use of Writing with Design work in collaboration with the Special Education Department.	Writing Performance Tasks for Writing with Design

SCHOOL DATA

Blackford School

5 YEAR SBAC DATA English Language Arts

ELA BLK Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (93/86)	22%	30%	22%	33%	31%	9%
Fourth (102/83)	25%	31%	28%	27%	40%	15%
Fifth (61/82)	26%	45%	30%	32%	32%	6%
All BLK Students 3rd-5th (256/251)	24%	35%	27%	31%	34%	10%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

ELA BLK Ethnicity Demographics Met/Exceed						
	2015	2016	2017	2018	2019	Overall Change
Afr Amer (25/23)	20%	37%	39%	38%	22%	2%
Asian (14/11)*	43%	61%	73%	50%	NA	7%
Hispanic (170/182)	19%	29%	20%	19%	30%	11%
White (24/18)	37%	32%	37%	45%	61%	24%
All BLK Students 3rd-5th (256/251)	24%	35%	27%	31%	34%	10%

ELA BLK Demographics Met/Exceed						
	2015	2016	2017	2018	2019	Overall Change
ELL (79/90)	4%	12%	4%	5%	8%	4%
RFEP (67/54)	43%	61%	47%	52%	61%	18%
SED (196/195)	19%	30%	23%	24%	29%	10%
SWD (21/33)	5%	6%	5%	6%	18%	13%
Males (127/126)	21%	25%	21%	25%	33%	12%
Females (129/125)	28%	33%	31%	26%	36%	8%
All BLK Students 3rd-5th (256/251)	24%	35%	27%	31%	34%	10%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

Blackford School

5 YEAR SBAC DATA Mathematics

Math BLK Sitewide Met/Exceed						
	2015	2016	2017	2018	2019	Overall Change
Third (93/90)	18%	30%	28%	38%	30%	12%
Fourth (105/84)	15%	20%	21%	19%	37%	22%
Fifth (61/84)	10%	15%	13%	23%	8%	-2%
All BLK Students 3rd-5th (259/258)	15%	22%	21%	27%	25%	10%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

Math BLK Ethnicity Demographics Met/Exceed						
	2015	2016	2017	2018	2019	Overall Change
Afr Ame (25/23)	20%	23%	34%	49%	26%	6%
Asian (15/11)*	33%	35%	55%	50%	NA	17%
Hispanic (171/187)	10%	17%	16%	21%	20%	10%
White (24/19)	33%	28%	31%	51%	58%	25%
All BLK Students 3rd-5th (259/258)	15%	22%	21%	27%	25%	10%

Math BLK Demographics Met/Exceed						
	2015	2016	2017	2018	2019	Overall Change
ELL 82(/97)	3%	6%	3%	8%	10%	7%
RFEP (67/54)	26%	40%	35%	48%	43%	17%
SED (198/201)	13%	15%	18%	23%	23%	10%
SWD (21/34)	5%	0%	0%	3%	9%	4%
Males (128/127)	18%	18%	17%	27%	28%	10%
Females (131/131)	13%	26%	24%	26%	23%	10%
All BLK Students 3rd-5th (259/258)	15%	22%	14%	27%	25%	10%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

BLACKFORD DATA TRENDS

Glows	Grows
4th grade math proficiency increased in 2018 from 19% proficient to 37% in 2019.	5th grade math proficiency decreased by 15% from 2018-2019.
All ethnicities have increased overall from 2015 to 2019 in math and ELA, with Hispanic students (who comprise the majority of our students) increasing by 11% in ELA and 10% in Math.	Math cohort data from 2017 - 2019 has decreased by 20%.
ELLs have increased overall from 2015 to 2019 in ELA and Math.	SED students proficiency remained stagnant from 2018 to 2019.
SWD have increased overall from 2015 to 2019 in ELA and Math.	
RFEPs have increased overall from 2015 to 2019 in ELA and Math.	

BLACKFORD RESPONSE TO THE DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Improvement science methodology applied for 5th grade math instruction.	Ongoing professional development and tracking of frequent metrics that are part of the improvement science methodology.
Teaching ELD designated instruction through math content in 5th grade.	Use of Thinking Maps and Cognitive Content Dictionaries to increase math vocabulary.
Equity TOSA and District Math TOSA are supporting 4th and 5th grade instruction.	Sharing and modeling of best practices and vertical articulation support. Will review collaboration minutes to determine the most effective strategies.
Strong 4th grade team modeling collaboration (PLC) for 5th grade team.	Will track progress through iReady and summative CFAs that were created around essential math standards. Will be given four times throughout the year. Unit CFAs will be given to determine growth and regrouping of students.
Will explore RTI math model where students will be regrouped based on CFA data.	Every grade level has a designated RTI time each week to regroup students based on CFA data that is developed during Tuesday and Wednesday collaboration times.

CSI School

SBAC DATA English Language Arts

ELA CSI Sitewide Met/Exceed	
(2019 N)	2019
Third (46)	59%
Fourth (29)	76%
Fifth (0)	NA
ALL CSI Students (81)	67%
Districtwide 3rd-5th (2,339)	58%

ELA CSI Ethnicity Demographics Met/Exceed	
(2019 N)	2019
ALL CSI Students (81)	67%
Afr Ame ()	NA
Asian ()	NA
Hispanic (28)	50%
MultiRacial (13)	85%
White (24)	83%

ELA CSI Demographics Met/Exceed	
(2019 N)	2019
ELL ()	NA
RFEP ()	NA
SED (18)	39%
SWD ()	NA
Males (41)	61%
Females (40)	73%
ALL CSI Students (81)	67%
Districtwide 3rd-5th (2,339)	58%

CSI School

SBAC DATA Mathematics

Math CSI Sitewide Met/Exceed	
(2019 N)	2019
Third (47)	62%
Fourth (29)	52%
Fifth ()	NA
ALL CSI Students (82)	60%
Districtwide 3rd-5th (2,360)	55%

Math CSI Ethnicity Demographics Met/Exceed	
(2019 N)	2019
ALL CSI Students (82)	60%
Afr Ame ()	NA
Asian ()	NA
Hispanic (29)	31%
MultiRacial (13)	77%
White (24)	83%

Math CSI Demographics Met/Exceed	
(2019 N)	2019
ELL ()	NA
RFEP ()	NA
SED (18)	28%
SWD ()	NA
Males (42)	60%
Females (40)	60%
ALL CSI Students (82)	60%
Districtwide 3rd-5th (2,360)	55%

CSI DATA TRENDS

Glows	Grows
Overall proficiency levels are higher than the district proficiencies.	The scores from this year serve as a baseline.
	As the school grows, paying strategic attention to cohort groups will be very important
	The proficiency levels for the Hispanic student group and students who are economically disadvantaged group are below overall school proficiency levels.

CSI RESPONSE TO DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Principal has already identified by name students who scored a 1 (8 students) on the SBAC and is working to ensure that tiered supports are in place for each student.	On-going review of iReady and CFA results.
Grade level teams are intentionally looking at data to identify skill gaps in foundational reading skills. Classroom interventions and flexible grouping will be determined by this analysis.	On-going review of iReady and CFA results.
Increased and targeted use of the iReady Math instruction lessons to support students struggling in Mathematics.	iReady usage reports and standards mastery assessments

Capri School

5 YEAR SBAC DATA English Language Arts

ELA CAP Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (128/98)	57%	52%	54%	61%	60%	3%
Fourth (122/107)	58%	56%	52%	66%	53%	-5%
Fifth (60/90)	50%	67%	68%	50%	72%	22%
ALL CAP Students (310/295)	56%	57%	55%	59%	61%	5%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

ELA CAP Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Afr Ame (17/12)*	NA	NA	24%	36%	NA	12%
Asian (45/42)	82%	80%	74%	79%	64%	-18%
Hispanic (121/116)	39%	42%	37%	44%	50%	11%
MultiRacial (21/16)	72%	60%	88%	68%	69%	-3%
White (87/88)	64%	66%	67%	73%	72%	8%
ALL CAP Students (310/295)	56%	57%	55%	59%	61%	5%

ELA CAP Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (65/40)	26%	27%	9%	19%	15%	-11%
RFEP (55/46)	77%	81%	71%	86%	74%	-3%
SED (134/102)	40%	41%	39%	44%	47%	7%
SWD (29/26)	24%	14%	22%	31%	27%	3%
Males (146/148)	49%	51%	48%	56%	59%	10%
Females (164/147)	62%	62%	65%	65%	65%	3%
ALL CAP Students (310/295)	56%	57%	55%	60%	61%	5%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	54%	58%	9%

Capri School
5 YEAR SBAC DATA Mathematics

Math CAP Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (127/98)	65%	69%	65%	65%	68%	3%
Fourth (121/108)	62%	60%	65%	70%	55%	-7%
Fifth (60/90)	44%	59%	55%	45%	53%	9%
ALL CAP Students (308/296)	60%	64%	64%	60%	59%	-1%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

Math CAP Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Afr Ame (18/12)*	NA	NA	27%	40%	NA	13%
Asian (45/42)	84%	85%	89%	75%	83%	-1%
Hispanic (120/117)	41%	48%	46%	45%	44%	3%
MultiRacial (21/16)	72%	67%	89%	65%	81%	9%
White (86/88)	73%	77%	74%	73%	64%	-9%
ALL CAP Students (308/296)	60%	64%	64%	60%	59%	58%

Math CAP Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (65/41)	33%	36%	30%	30%	32%	-1%
RFEP (54/46)	79%	76%	79%	79%	76%	-3%
SED (133/103)	45%	41%	45%	47%	39%	-6%
SWD 29(/26)	31%	26%	26%	34%	31%	0%
Males (146/148)	62%	70%	63%	61%	63%	1%
Females (162/148)	58%	59%	63%	59%	55%	-3%
ALL CAP Students (308/296)	60%	64%	64%	60%	59%	-1%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

Capri DATA TRENDS

Glows	Grows
Making incremental small gains overall in ELA proficiency.	How to consistently increase math proficiency overall.
RFEP students are consistently above 70% proficiency in ELA and Math.	Continue to make gains in ELA overall.
Hispanic students have increased from 39% in 2015 to 50% in 2019 in ELA.	Continue to increase the number of English Learner students who are proficient in ELA and Math.
SED students have increased from 40% in 2015 to 47% in 2019 in ELA.	Continue to increase the number of SED students who are proficient in ELA and Math.
African American students increased in proficiency from 27% in 2017 to 40% in 2018 in Math.	
African American students increased in proficiency from 24% in 2017 to 36% in 2018 in Math.	

Capri RESPONSE TO THE DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Use Thinking Maps and other English Language Development best practices to support our English Learners in ELA and Math.	Look at iReady data after each diagnostic window to assess growth and continued areas of need for ELLs.
Use of Equity and Math TOSAs to support instruction in grades 3-5 based on the most recent diagnostic.	Tracking students the TOSAs work with by using iReady progress monitoring.
Strengthening implementation of PLC process to plan for and respond to student learning needs in response to CFAs. As part of that implementation, specifically analyzing SED data.	Reviewing PLC artifacts after each collaboration and reviewing with teams the effectiveness of their reteach and extension.
Working with SCCOE consultant to focus on writing instruction, K-5.	By the end of the year, create vertically aligned agreements on rigor and writing exemplars.

Castlemont School

5 YEAR SBAC DATA English Language Arts

ELA CAS Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (131/91)	54%	37%	45%	51%	75%	21%
Fourth (123/107)	38%	59%	41%	65%	53%	15%
Fifth 93(/111)	36%	33%	58%	57%	58%	22%
ALL CAS Students (349/309)	44%	45%	47%	58%	61%	17%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

ELA CAS Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (35/18)	68%	77%	68%	74%	89%	21%
Hispanic (176/182)	28%	28%	31%	46%	48%	20%
MultiRacial (14/23)	57%	63%	75%	88%	83%	26%
White (77/57)	57%	66%	70%	80%	81%	24%
ALL CAS Students (349/309)	44%	45%	47%	58%	61%	17%

ELA CAS Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (82/85)	4%	13%	6%	19%	15%	11%
RFEP (72/56)	71%	79%	82%	83%	82%	11%
SED (180/183)	27%	31%	32%	44%	50%	23%
SWD (40/35)	3%	13%	8%	31%	40%	37%
Males (177/150)	39%	37%	38%	52%	57%	18%
Females (172/159)	49%	55%	60%	65%	65%	16%
ALL CAS Students (349/309)	44%	45%	47%	58%	61%	17%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

Castlemont School

5 YEAR SBAC DATA Mathematics

Math CAS Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (72/92)	61%	50%	56%	58%	67%	6%
Fourth (126/109)	36%	51%	43%	51%	54%	18%
Fifth (93/111)	35%	25%	45%	44%	45%	10%
ALL CAS Students (354/312)	45%	45%	48%	51%	55%	10%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	53%	6%

Math CAS Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (36/18)	80%	78%	73%	74%	72%	-8%
Hispanic (178/184)	28%	26%	32%	36%	44%	16%
MultiRacial (14/23)	57%	63%	75%	79%	70%	13%
White (77/58)	64%	69%	71%	73%	78%	14%
ALL CAS Students (354/312)	45%	45%	48%	51%	55%	10%

Math CAS Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (85/88)	14%	16%	8%	17%	18%	4%
RFEP (72/56)	64%	66%	75%	65%	73%	9%
SED (183/186)	29%	28%	29%	37%	42%	13%
SWD (40/35)	3%	11%	19%	36%	37%	34%
Males (181/151)	44%	44%	49%	55%	58%	14%
Females (173/161)	47%	46%	47%	46%	52%	5%
ALL CAS Students (354/312)	45%	45%	48%	51%	55%	10%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	53%	6%

CASTLEMONT DATA TRENDS

Glows	Grows
Growth over time is very strong in all areas for ELA and exceeds district average.	English learners progress in ELA declined 4% last year.
3rd grade reading gains last year were significant. (+24%)	Math cohort data has a trend of decline from year to year starting in 3rd grade.
Every grade level and demographic group went up in math in 2019 and we made an overall gain of 4% which is our largest year to year gain ever. We exceed the district average.	Asian student group has showed decline over the years in math.
Hispanic student group went up in both ELA and Math in 2019.	Fourth grade saw a decline of 12% in ELA in 2019.

CASTLEMONT RESPONSE TO THE DATA

Strategies Implemented/to be Implemented	Metrics to Monitor Success
Implementation of RTI blocks for grades 3, 4, 5 started in 18-19. This year the RTI block will expanded school-wide with the name WINGS (When individual needs get supported)	Last year saw targeted PLC collaboration including the creation of strong common formative assessments (CFAs), constant focus on data which demonstrated student gains on iReady and SBAC. We look forward to expanding our success to all grade levels.
Use of CKLA at upper grades to fill learning gaps for students in upper grades.	Reading scores in third grade showed a 24% increase!
Co-Teaching model to support English learners began in 2017 in reading. We used the ELD Teacher on special assignment to partner with fourth grade teachers.	The scores for this group went from 41% proficiency to 57% proficiency for the student cohort growth group. The fourth grade team showed growth from one year of 41% to 65% the next year with different groups of students. This model helps student academic growth as well as builds capacity for the teacher.
Training for teachers on the ELPAC assessment to understand what students need to do to move from level to the next will be conducted in 2019-20.	We will monitor the outcome of students who move from one level to the next to see if teachers better understanding the test supports them in teaching the skills students will need to advance.

Forest Hill School

5 YEAR SBAC DATA English Language Arts

ELA FH Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (121/108)	80%	91%	91%	90%	89%	9%
Fourth (89/99)	72%	73%	88%	89%	79%	7%
Fifth (74/104)	78%	84%	85%	91%	89%	11%
ALL FH Students (284/311)	77%	81%	88%	90%	86%	9%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

ELA FH Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (96/126)	87%	88%	96%	96%	94%	7%
Hispanic (23/38)	48%	78%	69%	73%	55%	7%
MultiRacial (16/29)	69%	78%	84%	96%	93%	24%
White (137/105)	78%	76%	88%	91%	86%	8%
ALL FH Students (284/311)	77%	81%	88%	90%	86%	9%

ELA FH Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (20/13)	40%	64%	NA	42%	31%	-9%
RFEP (53/62)	87%	90%	88%	92%	89%	2%
SED (23/32)	39%	59%	64%	56%	59%	20%
SWD (24/14)	50%	55%	66%	61%	79%	29%
Males (151/142)	70%	78%	89%	88%	86%	16%
Females (133/169)	84%	85%	87%	93%	86%	2%
ALL FH Students (284/311)	77%	81%	81%	90%	86%	9%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

Forest Hill School

5 YEAR SBAC DATA Mathematics

Math FH Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (121/109)	91%	88%	95%	91%	89%	-2%
Fourth (91/99)	73%	75%	90%	81%	85%	12%
Fifth (75/103)	84%	85%	81%	81%	83%	-1%
ALL FH Students (287/311)	81%	80%	89%	84%	86%	5%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

Math FH Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (99/127)	84%	91%	99%	93%	96%	12%
Hispanic (23/37)	52%	79%	69%	69%	49%	-3%
MultiRacial (16/29)	81%	87%	97%	92%	93%	12%
White (137/105)	70%	76%	84%	82%	86%	16%
ALL FH Students (287/311)	81%	80%	89%	84%	86%	5%

Math FH Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (23/13)	47%	71%	73%	33%	31%	-16%
RFEP (53/62)	78%	91%	90%	92%	92%	14%
SED (23/32)	48%	50%	54%	48%	56%	8%
SWD (24/14)	50%	59%	80%	65%	71%	21%
Males (151/148)	73%	84%	88%	86%	90%	17%
Females (136/168)	70%	79%	89%	84%	82%	12%
ALL FH Students (287/311)	81%	80%	89%	84%	86%	5%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

Glows	Grows
3rd grade continues to demonstrate strong mastery of ELA and Math standards. This growth is attributed to flexible grouping based on pre-assessment results.	Teachers report observing students showing assessment fatigue during testing.
Cohort data shows a 1% increase for ELA and continue to show strong mastery of standards for ELA.	4th grade showed a significant decline (10%) in ELA from the prior year. Cohort data shows 12%.
There was an overall increase of 2% in Math.	While 4th grade showed a 3% increase from 2018 to 2019, cohort data shows 6% decrease.
Asian student group saw an increase of 3% in Math.	11% decrease in the ELL subgroup.
Students with Disabilities increased by 18% in ELA from 2018 to 2019. They also had a 6% increase in Math.	
FH attributes strong ELA and Math SBAC scores to foundational skills instruction in the primary grades (TK-2). Researched-based intervention is provided in these grades for Tiers 2 and 3 students, which results in fewer students needing it in the upper grades.	

FOREST HILL RESPONSE TO DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Site will restructure testing days and times to maximize attention and stamina.	Teacher observation to monitor stamina. An increase in overall scores for 2020.
Monitor 4th grade iReady, Benchmark, and Bridges assessments. Create common formative assessment and analysis by the team. Principal will be closely monitoring this grade level this year.	After analyzing CFAs, respond with small group, reteach, differentiated lessons added to iReady accounts. Supplemental assignments and tasks based on student need.
Lessons designed based on student needs, ensuring we are covering the mathematical practices, and 4Cs will be a focus for all grades.	Principal will review PLC artifacts and provide feedback and monitoring of grade level plans. Staff sharing best practices will be celebrated.
Continue to hold data chats with all staff, three times per year. Provide written and oral feedback on weekly informal classroom visits.	Observe change in instruction based on feedback.
Continue to work with ELD department to ensure program is meeting the needs of our newcomers' group in 3rd - 5th grades. Use ADEPT assessment to monitor growth and determine student needs.	ADEPT assessment results.

Lynhaven School

5 YEAR SBAC DATA English Language Arts

ELA LYN Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (94/93)	38%	43%	39%	44%	45%	7%
Fourth (93/80)	31%	34%	46%	32%	41%	10%
Fifth (57/95)	41%	36%	42%	28%	46%	5%
ALL LYN Students (244/268)	36%	38%	42%	35%	44%	8%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

ELA LYN Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (14/30)	72%	77%	53%	52%	77%	5%
Hispanic (146/161)	26%	26%	33%	14%	35%	9%
White (35/37)	43%	51%	52%	57%	57%	14%
ALL LYN Students (244/268)	36%	38%	42%	35%	44%	8%

ELA LYN Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (73/76)	7%	17%	7%	6%	7%	0%
RFEP (59/66)	51%	76%	76%	62%	77%	26%
SED (158/171)	27%	31%	37%	26%	40%	13%
SWD (26/60)	0%	6%	13%	6%	12%	12%
Males (126/147)	31%	32%	37%	29%	39%	8%
Females (118/121)	42%	47%	47%	43%	50%	8%
ALL LYN Students (244/268)	36%	38%	42%	35%	44%	8%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

Lynhaven School
5 YEAR SBAC DATA English Mathematics

Math LYN Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (93/93)	42%	42%	58%	41%	53%	11%
Fourth (93/82)	24%	37%	40%	44%	43%	19%
Fifth (57/96)	32%	21%	35%	14%	32%	0%
ALL LYN Students (243/271)	32%	35%	45%	33%	42%	10%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

Math LYN Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (14/31)	50%	65%	53%	59%	68%	18%
Hispanic (146/163)	24%	23%	38%	23%	33%	9%
White (35/37)	40%	50%	58%	51%	57%	17%
ALL LYN Students (243/271)	32%	35%	45%	33%	42%	10%

Math LYN Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (72/79)	9%	15%	14%	10%	14%	5%
RFEP (59/66)	39%	74%	70%	56%	70%	31%
SED (158/171)	25%	27%	42%	26%	38%	13%
SWD (26/60)	4%	6%	19%	4%	15%	11%
Males (125/148)	35%	33%	47%	30%	46%	11%
Females (118/123)	29%	37%	44%	38%	38%	9%
ALL LYN Students (243/271)	32%	35%	45%	54%	42%	10%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

LYNHAVEN DATA TRENDS

Glows	Grows
Third grade scores in Mathematics are a strength with 53% of students who met/exceeded standard.	English Language Learners still struggle on the English Language Arts SBAC.
Fifth grade scores in English Language Arts and Mathematics increased to historically high levels.	The fourth to fifth grade cohort saw a 14% drop in Mathematics proficiency.
English Language Learner proficiency grew 4% in Mathematics.	Overall, proficiency scores need to grow in English Language Arts and Mathematics.
Students with Disabilities proficiency level increased 11% from the previous year.	

LYNHAVEN RESPONSE TO THE DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Continue support for ELL with the ELD TOSA.	iReady and CFAs
Continue focus on the AVID strategies of Cornell Notes and Questioning.	Students report, CFAs, iReady
Restructuring of Excel model to an RTI model to strengthen student process.	DIBELs, iReady, and CFAs
Collaborate with Tiffany Spaulding, Literacy TOSA, to engage in skill gap identification and intervention for students grades 3-5.	CFAs and iReady

Marshall Lane School

5 YEAR SBAC DATA English Language Arts

ELA ML Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (95/86)	73%	82%	92%	84%	85%	12%
Fourth (118/89)	72%	73%	77%	79%	76%	4%
Fifth (82/91)	91%	77%	69%	78%	88%	-3%
ALL MLane Students (295/266)	77%	77%	80%	80%	83%	6%
Districtwide 3rd-5th (/2,339)	49%	53%	55%	56%	58%	9%

ELA ML Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (69/78)	82%	78%	86%	89%	94%	12%
Hispanic (27/25)	52%	60%	56%	40%	56%	4%
MultiRacial (26/30)	81%	85%	76%	85%	83%	2%
White (143/97)	81%	78%	82%	78%	80%	-1%
ALL MLane Students (295/266)	77%	77%	80%	80%	83%	6%

ELA ML Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (12/19)*	42%	53%	NA	NA	NA	11%
RFEP (50/48)	78%	79%	83%	79%	88%	10%
SED (32/20)	38%	32%	63%	47%	40%	2%
SWD (19/25)	22%	18%	60%	47%	56%	34%
Males (130/126)	71%	73%	79%	80%	81%	10%
Females (165/140)	82%	80%	80%	81%	85%	3%
ALL MLane Students (295/266)	77%	77%	80%	80%	83%	6%
Districtwide 3rd-5th (/2,339)	49%	53%	55%	56%	58%	9%

Marshall Lane School

5 YEAR SBAC DATA Mathematics

Math ML Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (95/87)	77%	92%	92%	87%	85%	8%
Fourth (119/87)	72%	75%	77%	84%	79%	7%
Fifth (82/91)	72%	71%	74%	75%	78%	6%
ALL MLane Students (296/265)	74%	79%	81%	82%	81%	7%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

Math ML Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (69/77)	89%	88%	92%	88%	92%	3%
Hispanic (27/26)	41%	72%	66%	56%	46%	5%
MultiRacial (27/30)	71%	82%	76%	80%	83%	12%
White (143/97)	75%	78%	80%	78%	80%	5%
ALL MLane Students (296/265)	74%	79%	81%	82%	81%	7%

Math ML Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (13/23)*	31%	65%	NA	NA	NA	34%
RFEP (50/47)	82%	90%	85%	79%	89%	7%
SED (32/21)	32%	41%	65%	47%	33%	1%
SWD (19/25)	16%	30%	53%	53%	56%	40%
Males (131/124)	75%	85%	85%	86%	85%	10%
Females (165/141)	73%	74%	79%	79%	77%	4%
ALL MLane Students (296/265)	74%	79%	81%	82%	81%	7%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

MARSHALL LANE DATA TRENDS

Glows	Grows
Over the 5 years proficiency in ELA and Math has grown school wide.	Decline in Math proficiency level from Spring 2018 to 2019.
Students who have been reclassified have 88% proficiency in ELA and 89% proficiency in Math	Grade level cohorts have experienced multi-year drops in proficiency.
Over the 5 years proficiency rates for SWD have increased 34% in ELA and 40% in Math.	SED student group saw 2% proficiency growth in ELA and 1% growth proficiency growth in Math.

MARSHALL LANE RESPONSE TO DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Work with Writing with Design to support writing skills.	Common writing performance tasks.
Leveraging the PALs program, when volunteers come and read 1-on-1 with students, to work with students in grades 3-5 to build reading skills.	Common formative assessments.
Continue the ELA flexible grouping in 5th grade based on skills and expand it to 4th grade.	Use of Sonday systems to assessment track progress.
Continuing the use of release days to provide additional time for PLC work looking at student assessment results and strengthening standards based instruction.	Teacher feedback, PLC notes, and student assessment results.

Monroe Middle School
5 YEAR SBAC DATA English Language Arts

ELA MMS Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Fifth (99/29)*	30%	55%	50%	76%	NA	46%
Sixth (247/306)	33%	37%	41%	41%	43%	10%
Seventh (242/393)	40%	41%	44%	43%	43%	3%
Eighth (273/370)	37%	41%	39%	45%	39%	2%
ALL MMS Students (861/1,069)	36%	41%	42%	43%	42%	6%
Districtwide 6th-8th (2,206/2,140)	48%	51%	54%	54%	57%	9%

ELA MMS Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Afr Ame (39/45)	46%	53%	54%	48%	40%	-6%
Asian (58/58)	62%	65%	67%	78%	76%	14%
Filipino (24/19)	59%	55%	67%	71%	68%	9%
Hispanic (550/749)	26%	32%	29%	32%	32%	6%
MultiRacial (15/47)	33%	60%	72%	74%	77%	44%
White (146/125)	46%	59%	69%	64%	66%	20%
ALL MMS Students (861/1,069)	36%	41%	42%	43%	42%	6%

ELA MMS Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (168/252)	5%	8%	3%	0%	2%	-3%
RFEP (339/441)	39%	48%	42%	49%	52%	13%
SED (525/739)	25%	30%	28%	33%	32%	7%
SWD (100/142)	5%	6%	6%	10%	11%	6%
Males (454/553)	31%	32%	33%	35%	34%	3%
Females (407/516)	42%	51%	52%	53%	50%	8%
ALL MMS Students (861/1,069)	36%	41%	42%	43%	42%	6%
Districtwide 6th-8th (2,206/2,140)	48%	51%	54%	54%	57%	9%

Monroe Middle School
5 YEAR SBAC DATA Mathematics

Math MMS Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Fifth (99/29)*	32%	32%	34%	59%	NA	27%
Sixth (248/309)	30%	37%	43%	35%	36%	6%
Seventh (246/393)	28%	25%	32%	31%	31%	3%
Eighth (274/372)	21%	25%	21%	23%	28%	7%
ALL MMS Students (869/1,074)	26%	29%	32%	30%	31%	5%
Districtwide 6th-8th (2,2042,148)	39%	41%	43%	44%	48%	9%

Math MMS Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Afr Ame (39/45)	33%	46%	31%	19%	24%	-9%
Asian (61/62)	58%	64%	63%	64%	77%	19%
Filipino (24/19)	42%	39%	43%	67%	74%	32%
Hispanic (554/749)	16%	18%	20%	18%	21%	5%
MultiRacial (15/47)	34%	50%	53%	52%	62%	28%
White (146/126)	47%	51%	60%	56%	54%	7%
ALL MMS Students (869/1,074)	26%	29%	32%	30%	31%	5%

Math MMS Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (164/259)	5%	7%	6%	4%	3%	-2%
RFEP (339/438)	27%	29%	29%	31%	35%	8%
SED (531/739)	16%	18%	20%	20%	21%	5%
SWD (100/143)	1%	5%	4%	9%	4%	3%
Males (457/557)	24%	26%	28%	30%	30%	6%
Females (412/517)	29%	32%	36%	33%	33%	4%
ALL MMS Students (869/1,074)	26%	29%	32%	30%	31%	5%
Districtwide 6th-8th (2,2042,148)	39%	41%	43%	44%	48%	9%

MONROE DATA TRENDS

Glows	Grows
Asian(19%) and Filipino(32%) student group show very impressive growth in Math from 2015-2019.	African American student group declined in both ELA and Math from 2018-19 and five year trend data also shows decline.
Cohort groups maintain growth in ELA from 6-8th grade.	Overall decrease in ELA from 2018-2019 with the largest decline in 8th grade.
	Cohort math decline through the grades.
	SED cohort is large and their proficiency has been fairly flat for the last three years.

MONROE RESPONSE TO DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
AVID Excel was implemented in 7th grade only last year for EL students.	iReady data demonstrated that students in AVID Excel outperformed ELs not in the program. Additionally the students in Excel received the summer bridge program which prepared
AVID Excel will scale up to include 7th and 8th grade this year.	Data will be tracked regularly and AVID observations happen monthly with District and regional consultant.
AVID strategy of academic language scripts utilized school-wide.	We will track that it is being used and use the AVID rubric tool to evaluate and improve the practice.
Grade level smart goals set by teacher team to narrow the achievement gap for our ELs.	We will establish benchmark data to track progress to ensure we are working toward the goal of narrowing the gap by at 5% or more.
Provide professional development on ELD strategies for 6th grade teachers and intensive Math PD for all math teachers.	Provide follow up feedback and coaching after PD and ensure there are collective commitments for what is expected to see in classrooms.
Work with community liaison to engage African American parents and share student lists and data with all staff. Culture training on PD days will have an element of culturally responsive practices.	We will track data by sub-group and track participation from our African American families at events.

Rolling Hills Middle School

5 YEAR SBAC DATA English Language Arts

ELA RHMS Sitewide Met/Exceed Sitewide						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Sixth (277/374)	66%	74%	77%	75%	66%	0%
Seventh (277/305)	76%	69%	74%	73%	79%	3%
Eighth (285/333)	69%	77%	67%	68%	78%	9%
ALL RHMS Students (934/1,012)	71%	72%	72%	72%	74%	3%
Districtwide 6th-8th (2,206/2,140)	48%	51%	54%	54%	57%	9%

ELA RHMS Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Afr Ame (31/14)	41%	29%	30%	36%	43%	2%
Asian (198/270)	86%	88%	83%	84%	87%	1%
Filipino (16/25)	69%	86%	85%	68%	68%	-1%
Hispanic (167/233)	54%	51%	46%	42%	47%	-7%
MultiRacial (15/80)	80%	66%	76%	84%	80%	0%
White (483/352)	72%	76%	79%	74%	81%	9%
ALL RHMS Students (934/1,012)	71%	72%	72%	67%	74%	3%

ELA RHMS Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (50/77)	38%	39%	17%	4%	9%	-29%
RFEP (210/257)	76%	82%	77%	77%	77%	1%
SED (164/236)	46%	45%	42%	44%	51%	5%
SWD (81/100)	20%	17%	20%	26%	26%	6%
Males (485/512)	64%	67%	66%	65%	68%	4%
Females (449/500)	78%	79%	79%	78%	80%	2%
ALL RHMS Students (934/1,012)	71%	72%	72%	72%	74%	3%
Districtwide 6th-8th (2,206/2,140)	48%	51%	54%	54%	57%	9%

Rolling Hills Middle School

5 YEAR SBAC DATA Mathematics

Math RHMS Sitewide Met/Exceed Sitewide						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Sixth (278/374)	58%	63%	66%	67%	59%	1%
Seventh (276/309)	69%	61%	66%	67%	70%	1%
Eighth (280/332)	62%	71%	69%	69%	71%	9%
ALL RHMS Students (929/1,015)	62%	64%	67%	68%	66%	4%
Districtwide 6th-8th (2,204/2,148)	39%	41%	43%	44%	48%	9%

Math RHMS Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Afr Ame (31/14)	46%	39%	20%	19%	43%	-3%
Asian (199/270)	85%	88%	83%	84%	87%	2%
Filipino (16/25)	69%	64%	75%	60%	64%	-5%
Hispanic (167/237)	38%	40%	39%	30%	34%	-4%
MultiRacial (15/79)	47%	56%	69%	63%	80%	33%
White (477/352)	64%	66%	71%	68%	70%	6%
ALL RHMS Students (929/1,015)	62%	64%	67%	68%	66%	4%

Math RHMS Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (52/81)	31%	32%	23%	14%	16%	-15%
RFEP (209/257)	69%	72%	70%	77%	69%	0%
SED (162/236)	32%	34%	35%	29%	37%	5%
SWD (80/100)	19%	14%	19%	21%	20%	1%
Males (484/513)	61%	62%	65%	65%	64%	3%
Females (445/502)	64%	67%	68%	66%	69%	5%
ALL RHMS Students (929/1,015)	62%	64%	67%	68%	66%	4%
Districtwide 6th-8th (2,204/2,148)	39%	41%	43%	44%	48%	9%

ROLLING HILLS DATA TRENDS

Glows	Grows
Strong growth in the SED student group in ELA and Math.	Limited year on year growth in 6th grade in ELA and Math.
Grade level cohorts saw growth from Spring 2018 to 2019 in ELA and Math	ELLs saw a 5% growth between Spring 2018 and Spring 2019 in ELA, but overall proficiency is still very low.

ROLLING HILLS RESPONSE TO DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Continue with Writing with Design to support English Language Learners specifically and support all students.	Common writing performance tasks.
Continue with the Individual ELD Site Plans with a particular focus on the Long Term English Learner plan.	Data collection through the Tier 2 team meetings.
Strategic professional development around Universal Design for Learning, strategies to support ELLs, and Project Based Learning.	Common formative assessments, student grades, iReady diagnostics.
For this school year, 6th grade will be doing Flex time to support all learners.	Common formative assessments and student classroom achievement.
Math workshop model has been built into student schedules for 7th and 8th grade.	Use of common formative assessments.

Rosemary School

5 YEAR SBAC DATA English Language Arts

ELA ROS Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (86/68)	22%	36%	38%	27%	22%	0%
Fourth (94/64)	25%	19%	31%	33%	23%	-2%
Fifth (56/79)*	NA	NA	21%	33%	44%	23%
ALL ROS Students (180/211)	23%	29%	32%	31%	31%	8%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

ELA ROS Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Hispanic (157/186)	18%	25%	28%	27%	27%	9%
ALL ROS Students (180/211)	23%	29%	32%	31%	31%	8%

ELA ROS Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (107/107)	7%	18%	13%	6%	6%	-1%
RFEP (36/72)	56%	69%	71%	62%	63%	7%
SED (164/192)	20%	26%	28%	30%	29%	9%
SWD (16/24)	6%	8%	10%	9%	0%	-6%
Males (79/106)	23%	26%	26%	25%	27%	4%
Females (101/105)	24%	32%	37%	39%	34%	10%
ALL ROS Students (180/211)	23%	29%	32%	31%	31%	8%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

5 YEAR SBAC DATA Mathematics

Math ROS Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third 88(/72)	29%	45%	51%	42%	29%	0%
Fourth (94/64)	22%	11%	22%	35%	33%	11%
Fifth (56/82)*	NA	NA	7%	18%	40%	33%
ALL ROS Students (182/218)	25%	30%	29%	32%	34%	9%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	53%	6%

Math ROS Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Hispanic (158/193)	19%	23%	26%	27%	32%	13%
ALL ROS Students (182/218)	25%	30%	29%	32%	34%	9%

Math ROS Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (109/114)	12%	19%	22%	12%	11%	-1%
RFEP (36/72)	47%	58%	46%	53%	69%	22%
SED (164/197)	23%	27%	26%	30%	32%	9%
SWD (16/24)	6%	4%	3%	13%	4%	-2%
Males (79/109)	32%	31%	25%	33%	36%	4%
Females (108/109)	21%	29%	33%	29%	33%	12%
ALL ROS Students (182/218)	25%	30%	29%	32%	34%	9%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	53%	6%

ROSEMARY DATA TRENDS

Glows	Grows
Fifth grade scores increased 22% in math and 11% in ELA in 2019 due to co-teaching model; single subject model.	Math cohort data decline is significant from 3rd to 5th grade
RFEP Students at Rosemary are outperforming district average of RFEP students. ELA District (67%) Math (57%)	Math over time in 3rd grade has declined
Historically 5th grade has a positive impact on slowing the cohort decline.	SWD and EL data demonstrates that we are not meeting their needs in math.
	Third grade ELA data over time has declined

ROSEMARY RESPONSE TO DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Rosemary started the EL Journey in 2017 and since that time the rigor of adult learning has been very high.	The quality of student work has improved significantly and the amount of authentic real world learning opportunities has increased. The data has yet to show growth and proficiency rates desired.
Beginning in 2019-2020 Rosemary teachers will use the EL data protocol to ensure that we are examining achievement data on a short cycle basis so that we can respond with appropriate intervention/extension.	To be determined.
Implementation of the Foundational Literacy Skills EL curriculum began in 2018-2019 in grades K-2 providing a systematic phonics program which was significantly different than the prior approach to teaching reading.	K-2 data demonstrates that students progressed more quickly through the microphases of the reading code and that teachers better understand how to teach reading as a result of using the curriculum.
Renewed focus on the PLC process using math data to plan instruction.	Common formative assessments will be created and used on short cycles to monitor student progress.

Sherman Oaks School
5 YEAR SBAC DATA English Language Arts

ELA SO Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (68/70)	27%	49%	46%	39%	32%	5%
Fourth (58/76)	36%	37%	30%	43%	38%	2%
Fifth (63/76)	44%	47%	53%	30%	41%	-3%
Sixth (45/55)	26%	54%	55%	51%	47%	21%
ALL SOAKS Students (234/277)	26%	48%	45%	41%	39%	13%
Districtwide 3rd-6th (3,296/3,075)	48%	52%	54%	56%	57%	9%

ELA SO Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Hispanic (215/241)	33%	46%	43%	36%	34%	1%
White (11/17)*	NA	NA	82%	87%	82%	0%
ALL SOAKS Students (234/277)	26%	48%	45%	41%	39%	13%

ELA SO Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (90/113)	3%	15%	9%	10%	4%	1%
RFEP (107/83)	49%	74%	72%	58%	61%	12%
EO (26/68)	58%	78%	63%	63%	60%	2%
SED (178/202)	23%	34%	34%	32%	29%	6%
SWD (11/25)	NA	0%	8%	10%	16%	16%
Males (126/146)	22%	34%	38%	36%	34%	12%
Females (108/131)	48%	61%	52%	46%	44%	-4%
ALL SOAKS Students (234/277)	26%	48%	45%	41%	39%	13%
Districtwide 3rd-6th (3,296/3,075)	48%	52%	54%	56%	57%	9%

Sherman Oaks

5 YEAR SBAC DATA Mathematics

Math SO Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (678/70)	26%	30%	55%	39%	34%	8%
Fourth (58/76)	24%	25%	32%	46%	39%	15%
Fifth (63/76)	27%	20%	26%	25%	34%	7%
Sixth (45/55)	11%	46%	26%	39%	33%	22%
ALL SOAKS Students (234/277)	23%	23%	37%	38%	35%	12%
Districtwide 3rd-6th (3,311/3,099)	44%	48%	51%	53%	53%	9%

Math SO Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Hispanic (215/241)	23%	32%	36%	42%	30%	7%
White (11/17)*	NA	NA	74%	83%	76%	2%
ALL SOAKS Students (234/277)	23%	23%	37%	46%	35%	12%

Math SO Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (90/113)	3%	9%	12%	10%	8%	5%
RFEP (107/83)	32%	44%	46%	54%	48%	16%
EO (26/68)	38%	78%	68%	64%	60%	22%
SED (178/202)	15%	23%	29%	30%	26%	11%
SWD 11(/25)*	NA	0%	8%	10%	12%	12%
Males (126/146)	23%	27%	35%	39%	32%	9%
Females (108/131)	25%	39%	39%	37%	39%	14%
ALL SOAKS Students (234/277)	23%	23%	37%	38%	35%	12%
Districtwide 3rd-6th (3,311/3,099)	44%	48%	51%	53%	53%	9%

SHERMAN OAKS DATA TRENDS

Glows	Grows
Overall in math, the trend shows growth for all tested grade levels and student groups.	Inconsistent patterns of growth in 5th grade in ELA and Math.
While Sherman Oaks is a Spanish language dual-immersion school, ELA scores show a positive growth trend overall.	While female students are outperforming the males in ELA, the trend of growth is inconsistent resulting in a decrease over time.
Students with Disabilities have shown positive growth over time in both ELA and Math.	English Language Learners proficiency rates have been inconsistent over time and the overall change has been minimal in both ELA and Math.
Redesignated students have shown consistent growth over time in both ELA and Math.	
The number of English only students that now attend Sherman Oaks has increased as evidenced by the 2019 SBAC percentage.	

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Teacher retention and professional development are a priority to ensure quality first instruction and interventions are offered across our school, with a focus on 5th grade.	Teacher participation in PD opportunities, classroom observations with feedback, PLCs and data reviews.
Intentionally disaggregate our local assessment data to include our subgroups and monitor the progress of our female students during the school year.	Data review meeting notes PLC meeting minutes which include response as needed specifically for female students.
PD focus for the year will be Guided Language Acquisition by Design (GLAD). Language development has been identified as a need for our English learners, therefore we will offer GLAD PD and systematically implement strategies. In addition, long term English learners are receiving extra support from district ELD TOSA in sixth grade.	Classroom walk throughs to identify GLAD strategies being used. Disaggregated data to monitor EL progress using formative assessments.

Village School
5 YEAR SBAC DATA English Language Arts

ELA Village Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (48/45)	75%	78%	81%	83%	69%	-6%
Fourth (27/45)	70%	81%	76%	81%	73%	3%
Fifth (40/36)	78%	89%	77%	77%	83%	5%
ALL VIL Students (135/126)	74%	83%	78%	80%	75%	1%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

ELA Village Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (12/11)*	84%	93%	100%	100%	NA	16%
Hispanic (21/12)	48%	74%	50%	62%	33%	-15%
MultiRacial (18/13)*	NA	89%	72%	89%	85%	-4%
White (92/63)	77%	85%	85%	84%	81%	4%
ALL VIL Students (135/126)	74%	83%	78%	80%	75%	1%

ELA Village Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (/)	NA	NA	NA	NA	NA	NA
RFEP (11/12)*	NA	73%	85%	80%	92%	19%
SED (13/15)*	38%	47%	NA	NA	NA	9%
SWD (/13)*	NA	73%	57%	53%	46%	-27%
Males (71/54)	72%	81%	71%	79%	72%	0%
Females (61/72)	76%	85%	85%	83%	76%	0%
ALL VIL Students (135/126)	74%	83%	71%	80%	75%	1%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

Village School

5 YEAR SBAC DATA Mathematics

Math Village Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (48/45)	77%	74%	81%	81%	64%	-13%
Fourth (47/45)	64%	79%	50%	85%	84%	20%
Fifth (40/36)	86%	79%	57%	46%	75%	-11%
ALL VIL Students (135/126)	75%	78%	63%	71%	75%	0%
Districtwide 3rd-5th (3,540/2,360)	47%	50%	53%	54%	55%	8%

Math Village Ethnicity Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Asian (12/11)*	100%	94%	74%	75%	NA	-25%
Hispanic (21/12)	62%	73%	36%	45%	42%	-20%
MultiRacial (18/13)*	NA	95%	95%	89%	85%	-10%
White (92/63)	74%	75%	71%	73%	79%	5%
ALL VIL Students (135/126)	75%	78%	63%	71%	75%	0%

Math VIllage Demographics Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
ELL (/)	NA	NA	NA	NA	NA	NA
RFEP (11/12)*	NA	82%	81%	75%	92%	10%
SED (13/15)*	38%	33%	NA	NA	NA	-5%
SWD (15/13)*	NA	46%	25%	33%	54%	8%
Males (71/54)	81%	76%	62%	70%	78%	-3%
Females (61/72)	67%	79%	65%	73%	72%	5%
ALL VIL Students (135/126)	75%	78%	63%	71%	75%	0%
Districtwide 3rd-5th (3,540/2,360)	47%	50%	53%	54%	55%	8%

Village DATA TRENDS

Glows	Grows
5th grade math made a 29% gain from 2018 to 2019 which accounted for the whole school being able to move up 1% in math.	Third grade ELA decline of 14% and 17% in Math between 2018-19. Overall growth in 3rd from 2015-19 is of concern in ELA and Math.
5th grade ELA had a 5% gain from 2019-2019.	Annual proficiency decline for students with disabilities in ELA
RFEP students made large gains in both ELA and Math from 2018-2019.	Trend of huge data swings from one year to the next which are not consistent or predictable in Math.
4th grade has made the most growth over (20%) over time from 2015-2019.	Hispanic proficiency over time has declined 20% from 2015 to 2019
	5% decrease in ELA overall scores from 2018-19.

Village RESPONSE TO DATA

Strategies Implemented/To be Implemented	Metrics to Monitor Success
Deeply examine the data and understand the students behind the numbers so we can better understand the data swings and ensure we will see growth.	Staff will understand the data and respond to it with interventions and extensions as needed.
Examine the complexity and rigor of reading that is being done at Village. Evaluate the processes and integrity to district reading curriculum.	Staff will develop a system for evaluating the impact of practices that are specific to Village to ensure they are leading to student growth and proficiency. District reading curriculum will be implemented.
Do more short cycle data evaluation using common formative assessments and iReady data during PLCs.	Evidence of learning or the need for intervention will be present when identifying and evaluating common assessments.
Ensure that students who need intervention in ELA and Math are receiving it in tiers 1 and 2.	Daily schedules will be examined to ensure that time is allocated for meeting the academic needs of students.

Appendix:

Artifacts that will be discussed in the Presentation

1. Data Protocols
    a. Assessment Calendar
    b. Data Evaluation Protocol Form
2. CKLA Pacing Calendar for Kindergarten, First and Second Grade
    a. Student data collection form
3. Overview of Continuous Improvement
4. Elements of High Quality First Instruction
5. Special Education Communication Protocol
    a. LEA/Administrator Checklist

2019-2020 CUSD Administrator Data Set Review Calendar

	September	October	November	December	January	February	March	April	May	June	August
Cabinet		10/14		LCAP Indicators / TFI — 12/9	ES iReady D2 / ODR Winter / Suspensions Winter / Attendance Winter — 1/6	MS iReady — 2/3	ODR Spring / Suspensions Spring / Attendance Spring / Predictive Proficiency — 3/2	4/13		6/8	Tech Survey / CALPADs certification — TBD
	Review calendar / ES D1 iReady / Review protocol / Review Board packet / ES D1 iReady — 9/30	SWIS Fall Catch / Attendance Trends / Panorama — 10/28	Thought Exchange — 11/25				Spring Data Session / Predictive Proficiency — 3/30	TFI — 4/27	SST data / Panorama — 5/11	Preliminary CAASPP / Aggregate Results — 6/22	TBD
Instructional Services	9/11	ES and MS D1 iReady / DIBELs / Reclassification / SST data Collection Prep — 10/9	Review PD day feedback — 11/6	CLKA Progress Check / TFI — 12/11	PIR update — 1/8	2/12	Predictive Proficiency / CKLA Progress Check / Spring Data Session — 3/11	Spring Data Session — 4/15	PIR update / Panorama — 5/13	Celebration / DIBELs — 6/3	
		Panorama — 10/23	CSA — 11/20		1/22	DIBELS — 2/26	Math classroom walks / Predictive Proficiency — 3/25	TFI — 4/29	SST data — 5/27		TBD
SITE/DLT	9/9	ES and MS D1 iReady / DIBELs / ES and MS D1 iReady — 10/7	SWIS Fall Catch / Attendance Trends / Panorama — 11/4	Thought Exchange — 12/2	ODR Winter / Suspensions Winter / Attendance Winter / ES iReady D2 — 1/13	2/10	ODR Spring / Suspensions Spring / Attendance Spring / DIBELs — 3/9	Math classroom walks / Spring Data Session / Predictive Proficiency — 4/13	End of year SBAC/ ELPAC prep / TFI — 5/11	CAASPP/ELPAC / SST data / Panorama — 6/1	
	Review calendar / Review protocol — 9/23	Reclassification / SST data collection prep / DIBELs — 10/21	Review PD feedback — 11/18	TFI / Check in on LCAP indicator — 12/16	PIR Update / CKLA Progress Check — 1/27		CKLA Progress Check — 3/23	4/27		Celebration / DIBELs — 6/15	TBD
PLC Institutes		3rd grade ELA / Middle School Math — 10/16				MS iReady / 8th GRADE Promotion / Risk list — 2/5		Middle School Exhibition Debrief — 4/22			

Data Sets to consider adding
Family Engagement
Extensions and Pre School
PD surveys and Participation
PD surveys and Participation
Individual ELD Plans
Intervention Program Progress
DRDP

Definitions
PIR: Participation, Achievement, Discipline, LRE, Dispro
DIBELS: K-2 Foundational Literacy assessment
CKLA: Reading curriculum K-2
TFI: PBIS implementation survey
ODR: Office Discipline Referrals
SWIS: System for uploading office discipline referrals

Other important dates
Fall Data Session 10/16
Spring Data Session 5/14

Site: _____ Date: _____

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Take a few moments to reflect on your site's current reality.

+ (positives)	**Δ(deltas)**
? (questions with which you are grappling)	**(Ideas you are building and developing)**

Local Data Reflection: What patterns and trends do you observe?

Walk-Throughs:

Family and Community Engagement:

PLC Observations:

What are the pressing equity challenges emerging from the data?	How will your PLCs respond to the data?

Site: _____ Date: _____

What patterns and trends do you observe?

Attendance:	
SWIS:	
Suspensions:	
Grades (MS):	

What are the pressing equity challenges emerging from the data?	How will your PLCs respond to the data?

Site: _____ Date: _____

Assessment Systems: What patterns and trends do you observe?

iReady/iStation:
DIBELS/BAS:
EDL2/DRA:
CFAs:

What are the pressing equity challenges emerging from the data?	How will your PLCs respond to the data?

Site: _____ Date: _____

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Intervention Programming Data: What patterns and trends do you observe?

Student Pre and Post Assessments:
Implementation data:

What are the pressing equity challenges emerging from the data?	How will your PLCs respond to the data?

Suggested CKLA Skills Pacing Guide (2019-2020)
(Change as necessary based on formative assessments and needs of your students.)

Kindergarten   First Grade   Second Grade

Kindergarten	
Assessment Notes:	
- Formative assessments are built into daily lessons through student work and observation - The Teacher Resource section at the end of Units 1-10 provides resources for the additional **observation records** that are suggested for each unit. Depending on the unit, these include.... - Anecdotal Records - Oral Blending Observation Record - Letter Sounds Observation Record - Oral Segmenting Observation Record - Discussion Question Observation Record - Anecdotal Reading Record - Letter Name and Letter Sound Observation Record - Rhyming Word Record - The final assessments in Unit 8 are comprehensive and assess Units 1-8. Students must have mastered the basic code for the short vowel and consonant sounds and apply this to blend and to read words of 3-5 sounds in order to be successful in first grade.	

Aug. 26-30	**Skills 1**
Sept. 3-6, 9	(If you are considering skipping this unit, please first read the guidelines provided on pages 6-7 of the 2nd edition teacher manual. The publisher recommends giving the performance assessment in Lesson 10 and only skipping to Unit 2 if **ALL** of your students score at least a 12 with no more than 1 error per section.) (10 lessons) Aug. 26- Sept. 9 Student Performance Assessments
Sept. 10-12	Skills 1 Pausing Point (3 days)
Sept. 13	**Skills 2** (10 Lessons) Sept. 13- Sept. 27 Student Performance Assessments
Sept. 16-20	
Sept. 23-27	
Sept. 30, Oct. 1-2	Skills 2 Pausing Point (3 days)
Oct. 3-4	**Skills 3** (14 Lessons) Oct. 3 - Oct. 23 Student Performance Assessments
Oct. 7-11	
Oct. 15-18	

Last Name	First Name	Blending Pretest (Lesson 4) RF K.2 (Mark with a "1" or a "0")											Writing Strokes Pretest (Lesson 6) L K.1 (Prerequisite Skill) Mark as follows: NYR (not yet ready) = 0 P (progressing) = .5 R (ready) = 1																		Unit 1 Assessment (Lesson 10)				
		say	no	fish	sun	sit	mat	ten	bad	flip	ship	Total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total	Part 1 L K.1 (prerequisite skill)	Part 2 L K.1	Part 3 RF K.2 (prequisite skill)	Total	Notes
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First Grade

Assessment Notes:
- Formative assessments are built into daily lessons through student work and observation
- The Teacher Resource section at the end of Units 1-7 provides resources for
  - Anecdotal Reading Records
  - Discussion Observation Records
  - Optional Tricky Word Assessments (pre/post unit) (Units 2-6)
- Any assessments unique to the unit are listed below
- The final assessments in Unit 7 should be given at the end of the year even if you have not completed all of the units.

Aug. 26-30	**Skills 1** (32 Lessons) Aug. 26 - Oct. 9 Placement Tests Oral Blending/Segmenting Observation Record
Sept. 3-6	
Sept. 9-13	
Sept. 16-20	
Sept. 23-27	
Sept. 30- Oct. 4	
Oct. 7-9	
Oct. 10-11	**Skills 1 Pausing Point** (2-3 days)
Oct. 15-18	**Skills 2** (19 Lessons) Oct. 15 - Nov. 12 Student Performance Assessments (and optional progress monitoring)
Oct. 21-25	
Oct. 28-31	
Nov. 4-8, 12	
Nov. 13-15	**Skills 2 Pausing Point** (2-3 days)
Nov. 18-22	**Skills 3** (19 Lessons) Nov. 18 - Dec. 20 Weekly Spelling Tests Student Performance Assessments
Dec. 2-6	
Dec. 9-13	
Dec. 16-20	
Jan. 6-8	**Skills 3 Pausing Point** (2-3 days)

Second Grade

Assessment Notes:
- Formative assessments are built into daily lessons through student work and observation
- The Teacher Resource section at the end of Units 1-6 provides resources for
  - Anecdotal Reading Records
  - Discussion Observation Records
- Any assessments unique to the unit are listed below
- The final assessments in Unit 6 should be given at the end of the year even if you have not completed all of the units.

Aug. 26-30	**Skills 1** (22 Lessons) Aug. 26 - Sept. 25 Optional Tricky Word Assessment Placement Tests Spelling Tests Student Performance Assessments
Sept. 3-6	
Sept. 9-13	
Sept. 16-20	
Sept. 23-25	
Sept. 26-27, 30 Oct. 1-2	**Skills 1 Pausing Point** (4-5 days)
Oct. 7-11	**Skills 2** (16 Lessons) Oct. 7 - Oct. 29 Spelling Alternatives Observations Spelling Tests Student Performance Assessments
Oct. 15-18	
Oct. 21-25	
Oct. 28-29	
Oct. 30- Nov. 6	**Skills 2 Pausing Point** (4-5 days)
Nov 7-8	**Skills 3** (25 Lessons) Nov. 7 - Dec. 20 Spelling Alternatives Observations Spelling Tests Student Performance Assessments
Nov. 12-15	
Nov. 18-22	
Dec. 2-6	
Dec. 9-13	
Dec. 16-20	

Enacting Continuous Improvement

What is continuous improvement?

Continuous improvement is a disciplined and ongoing approach to improving student outcomes and sustaining "persistently higher levels of performance." Key principles behind how a continuous improvement approach can lead to positive changes in outcomes for students:
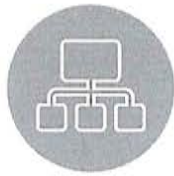
It's about
systems

Focuses on the
processes
to improve outcomes
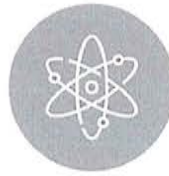
Encourages learning through
disciplined methodology

Values the expertise of the
"front line"

How is it different from "business as usual"?

Continuous improvement provides a structure for educators to identify problems, design interventions specific to those problems, learn from trying them out in context, and evaluate their effectiveness before scaling up the intervention. Accordingly, continuous improvement is more than a slogan or aspiration; it represents a distinct theory of action about how to make progress and, as such, focuses on distinct mechanisms. To fully take up a continuous improvement approach requires taking up this underlying theory of action.

Distinguishing Features of a Continuous Improvement Approach

ASSUMPTION	DESCRIPTION
Systems produce outcomes.	Continuous improvement assumes that it is the system and not individuals that produces current outcomes and accordingly focuses attention on system design and operation.
Efforts focus on key processes.	Improvement efforts focus on the processes that produce the outcomes as opposed to focusing exclusive attention on the outcomes themselves.
Progress requires collective learning and discovery.	Improvement efforts are structured to encourage workers throughout the organization to engage in collective learning about their practice. Data and problem-solving methodologies are used to make assumptions about cause and effect explicit, and to test ideas in practice.
Frontline workers are uniquely situated to learn how to get ideas to work	Those directly responsible for implementation of a practice (e.g., classroom teachers) are actively involved in learning how to get that practice to work in context. Their unique knowledge of the day-to-day work is a form of expertise necessary for effective improvement.
As effective practices are discovered they are spread throughout the organization.	As effective practices are discovered they are spread and become standard work for the organization. These practices are continually updated and adapted to context through local experimentation.

What are all of the different names that people use to describe "continuous improvement"?

A variety of continuous improvement methodologies and approaches are currently used in education, each articulating a set of tools, principles, and social practices. These include:
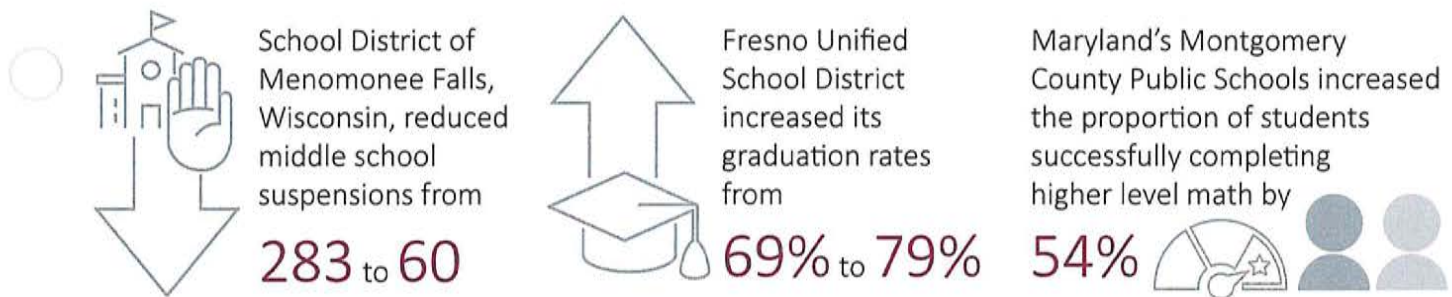
- Improvement science
- Design-Based Implementation Research (DBIR)
- Deliverology
- Quality improvement

- Lean/Six Sigma
- Implementation Science
- Networked Improvement Communities (NICs)
- Appreciative Inquiry.

The specific methodology is not as important as choosing one. Having a common improvement methodology creates a common language and enables building expertise with the practical tools of improvement over time.

How do I know continuous improvement works?
What are some examples?

Continuous improvement is a well-established approach that has been used in multiple sectors to drive improvement. In education:

School District of Menomonee Falls, Wisconsin, reduced middle school suspensions from

283 to 60

Fresno Unified School District increased its graduation rates from

69% to 79%

Maryland's Montgomery County Public Schools increased the proportion of students successfully completing higher level math by

54%

What do people in continuous improvement organization do (differently)?

Continuous improvement engages multiple stakeholders (e.g., teachers, administrators, operational staff, parents, students) in disciplined problem-solving to discover, implement, and spread evidenced-based changes that work locally to improve student outcomes.

What is the role of data in continuous improvement?

Data use for improvement entails a cycle of collecting and interpreting data, constructing ideas on potential solutions to observed problems, making appropriate modifications to current practice, and monitoring and researching whether changes resulted in improvement. In its basic form, this iterative cycle transforms data into usable knowledge and thus makes it actionable.

CUSD Elements of Quality First Instruction

Learning Targets

A student can articulate their learning objective and monitor their progress towards meeting it.

★ Aligns with essential standards
★ Matches rigor and sequence of unit
★ Written in student-friendly language
★ Students can define it in their own words
★ Clearly displayed
★ Referenced throughout the lesson
★ Embeds academic vocabulary
★ Measurable
★ Uses concrete verbs
★ Specific to context of a particular lesson or project
★ Students self-assess and reflect on targets

PLC Question 1: What do we want students to know?

Assessments

Formative:
★ Ongoing and used to drive instruction (frequent CFAs)
Tied to driving questions of PLC work- What do we want students to know? How will we know students have learned it? How will we respond when they don't and they do learn it?
★ FAST (frequent, actionable, specific and timely)
★ Assessment strategies that gauge the understanding of ALL students
★ Involve students in assessing their own learning
★ A variety of strategies used to assess (i.e. instant snapshot of class with technology, exit ticket, etc.)
★ A variety of response options (different ways to demonstrate understanding).
★ All DOK levels represented in assessment
Summative:
★ Culminating assessments used to drive team and site next steps
★ A variety of options
★ Choice in demonstrating learning
★ Use data to measure effectiveness of instructional programs, goals, and achievements
PLC Question 2: How will we know when our students have learned it?

Differentiation

Tailoring instruction of content, process, products, or the learning environment to meet individual needs of students; Providing a variety of supports for a variety of learners that assists each student in reaching the highest level of thinking and learning

★ Teachers design lessons based on essential standards with students' learning styles, scaffolds and equity in mind
★ Group students strategically by shared interest, topic or ability
★ Manage the classroom to support choice and inquiry
★ Builds independence and removes barriers - modifying assignments to meet students' current needs
★ Use of academic vocabulary in context
★ Flexible language frames and word banks
★ Thinking tools, modeling, small groups
★ Use of manipulatives, multimedia, visuals, or realia
★ Flexible learning space
★ Can be additional support (intervention) or enrichment
★ Choice in how to demonstrate learning

PLC Questions 3 and 4:
  ○ *What do we do for students who don't get it yet?*
  ○ *What do we do for students who already got it?*

Responsive teaching to ALL

(Culturally, Linguistically, And Socially/emotionally)

Culturally responsive (or relevant) teaching:"a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 382).

★ Recognizes/utilize the cultural/ linguistic/ social-emotional capital and tools students bring to the classroom
★ Educators understand their personal triggers and create environments to minimize those effects on student learning opportunities
★ Lesson design encompasses essential standards, learning targets, multiple ways for students to demonstrate their knowledge, multiple entry points into the content based on the "whole-child"
★ Make meaningful connections to the diverse backgrounds of their students while emphasizing a rigorous curriculum and high expectations for achievement
★ Ideal Environment: students feel safe taking educational risks because they have a warm demander educator (high expectations, support, connection) who is aware of students' challenges (i..e age,, home environment, social climate, etc.)
★ CRT article
Addresses PLC Questions 1, 2, 3 and 4

LEA/Administrators Checklist for IEP & IEP Minutes

Student: _____ Case Mgr: _____

IEP Meeting Checklist	Check as Completed
Gave Procedural **Safeguards**	
Gave **Notice of Meeting** (parent signature)	
Presented **IEP Team Member Excusal form** (parent signature)	
Completed **Introductions**	
Presented **Agenda**	
Stated Purpose of the Meeting	
Presented **overview** of present levels of performance	
Reviewed **progress** in the mainstream curriculum (using data- Attendance, tardies, discipline history, grades, interventions, assessment scores)	
Progress on **goals** (using data)-current goal progress	
Identified student educational **needs** (using data)	
Identified and presented new goal areas	
Parent input (comments or questions)	
Discussed **accommodations & modifications**	
Discussed a **continuum of services** (gen. ed, co-taught, resource/SAI, learning center, pullout/SAI, Therapeutic, push-in, instructional aide, one-one aide, health aide, aide support speech, OT, AT, VI, O & M, Mental Health, transportation)	
Discussed **transition plan** (if applicable)	
Discussed **ESY** (if applicable)	
Determined **placement** and **services**	
Clearly stated the District's offer of **FAPE**	
Documented **parents involvement**, agreement and/or disagreement w/FAPE	
Reviewed IEP meeting **notes**	

Provided parents with **a copy** of the IEP Notes	

Notes Checklist	Check as Completed
Documented there was a designated **note taker**	
Documented who was **in attendance** (name and title)	
If the meeting was **held without the parent, documented** that **attempts to include** the **parent** in the meeting	
Documented **procedural safeguards** were given to the parent	
Identified all **reports** reviewed and documented **who presented** each report	
Indicated **parents input** (should be embedded throughout the notes)	
Documented **parent concerns** and how the **IEP team addressed the concerns**	
Documented **student's needs**	
Indicated **goals** were reviewed and if they were **agreed upon**	
Identified **placement and service options** identified by the IEP team	
Clearly documented the district's offer of **FAFE**	
Document parent's **agreement** or **disagreement**	
Documented all **attempts to be collaborative** with parents	
Do not specify names of service **providers** for the student (e.g. Sue will provided 30 mins weekly of Speech services---what is sue quit? Reword--Johnny will receive 30minutes/weekly of Speech services)	
Proofread notes	

Admin: _____

CAMPBELL UNION Special Education
"Who to Call List"
2019-20

Specific Area	Contact	Extension
APE (Adapted Physical Education)	Chiara Perry	6219
Assessment Questions (Statewide)	Ruth Stephens Radle	6251
AT (Assistive Technology)	Michael Vogel	6266
Audiologist	Chiara Perry	6219
Behavior	Chiara Perry/Assigned Program Specialist	6219
CAC (Community Advisory Committee)	Chiara Perry	6219
Child Find/Private Schools	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
Special Education Compliance	Chiara Perry	6219
Discipline Questions	Melissa Rojek Michael Vogel Stephanie Cima Rosanna Palomo - non-IEP	6287 6266 6286 6285
Special Education Programs	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
ESY (Extended School Year)	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
Preschool Questions and Referrals	Michael Vogel	6266
Health/Nurse Questions	Chiara Perry	6219
Hearing and Vision Screening	Anne Moe Teresa Martin- Lawson Lisa Hulme-Taylor Jeannie Lien Clerk-Maria Arroyo	6207 6289 6290 4838 6288
IEP Meeting Questions	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286

Purchase Requests	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
Mental Health Questions	Stephanie Cima	6286
Independent Education Evaluation (IEE) Requests	Chiara Perry	6219
Instructional Aides	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
OT & PT (Occupational and Physical Therapy)	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
COE (County office of Education)/NPS (NonPublic Schools)/Residential/Therapeutic Placement	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
School Psychologists	Stephanie Cima	6286
SIRAS	Adriana Valencia	6253
Special Education Transportation	Adriana Valencia	6253
Speech and Language Services	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
Student Records	Adriana Valencia Annette Blanco	6253 6258
Sub Codes	Adriana Valencia (to request) Melanie Lawler (once submitted)	6253
Testing Protocols and Supplies	Annette Blanco	6253
Therapeutic Programs	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
VI (Vision Instruction Services) and O&M (Orientation and Mobility Services)	Michael Vogel	6266
DHH (Deaf and Hard of Hearing Services)	Melissa Rojek Michael Vogel Stephanie Cima	6287 6266 6286
Crisis Placement	Chiara Perry	6219
Special Education Staffing	Chiara Perry	6219

Special Education Enrollments and IDA (Interdistrict Transfers)	Chiara Perry	6219
Special Education Manifestations, Suspensions, and Attendance	Chiara Perry Melissa Rojek Michael Vogel Stephanie Cima	6219 6287 6266 6286
Home-Based and HHI (Home Hospital Instruction)	Annette Blanco Chiara Perry	6258 6219
504 Plans (A Function of General Education)	Rosanna Palomo	6285