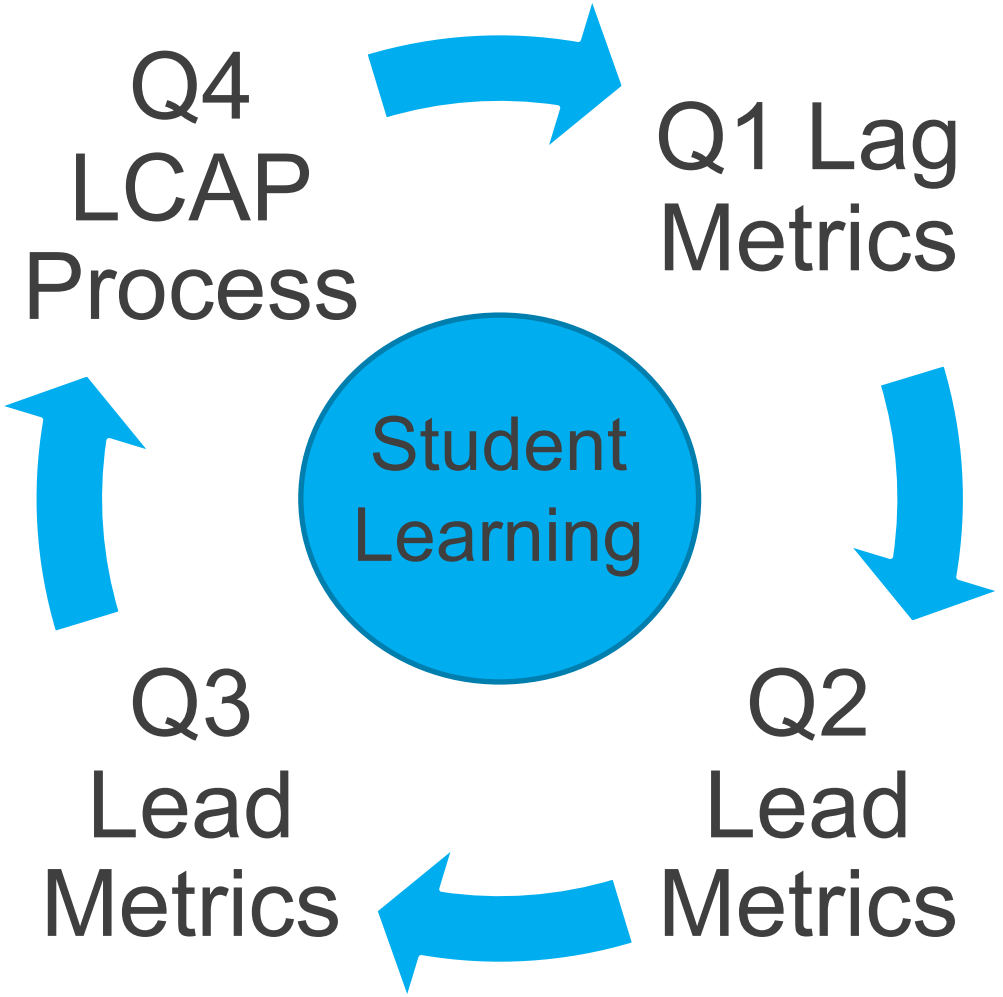
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Student Achievement Lag Data Review (Quarter 1 – Part 2)

Board of Education Meeting
December 12, 2019

SMMUSD Cycle of Inquiry



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Goal 1-3: Lag Metrics

Lag Metrics

GOAL 1

- Early Development Instrument (EDI)
- Cohort Graduation Rate
- Graduates meeting UC/CSU a-g Requirements
- Graduates passing one or more AP Exams (3+)
- Graduates meeting SAT College and Career Readiness (CCR) Benchmarks
- PSAT participants meeting College and Career Readiness (CCR) Benchmarks

Lag Metrics

GOAL 2

- English Learner Progress Indicator
- Staff Survey (English Learner Module)

GOAL 3

- Dropout Rate
- Suspension and Expulsions
- Staff Survey

Q1: Initial Findings

Areas of Success

- Early learning focus (socio-emotional development) aligns with high percentage of students "on-track" on 2019 EDI for associated domains (N=629)
- Cohort graduation rate was the highest in 2018-19 (in comparison to past five years)
- Cohort graduation rate was above 90% for all subgroups (except for students with disabilities)
- 67% of all graduates met A-G requirements

Areas of Need

- 8% of students deemed vulnerable on Physical health and well-being on the EDI (N=629)
- Cohort graduation rate for students with disabilities was 81%
- African American/Black, Latinx, Socio-economically Disadvantaged, English Learner and Students with Disabilities met A-G requirements, passed one or more AP exams, and met CCR benchmarks at a lower rate in comparison to peers

Q1: Initial Findings

Areas of Success

- 87% of graduates met the SAT Evidence-Based Reading and Writing (EBRW) benchmark
- The percent of English Learners making adequate yearly progress on the ELPAC is “very high”
- Overall suspension rate decreased to 2%
- Overall, 82% of participating campus-based staff members rated their school as excellent or good (N=440)
- 87% of staff agreed or strongly agreed that they enjoy working at their school (N=440)

Areas of Need

- 72% of graduates met the SAT Math benchmark
- African American/Black, Latinx, and Students with Disabilities are disproportionately suspended
- 63% of participating administrators strongly agreed or agreed that their staff members have the tools and resources needed to monitor the progress of English learners (N=25)
- 35% of staff disagreed or strongly disagreed that discipline is enforced fairly (N=440)

Q1: Promising Staff Practices

- Professional development has centered on best practices in early childhood development
- Communication between pre-school, TK, and Kindergarten has deepened understanding of students leading to supporting the whole child
- Collaboration with Math teachers to develop intervention math modules to provide students scoring a 1 or 2 on the Math portion of CAASPP additional support during the school year
- Transition of Literacy Coach job description to Instructional Coach to support multiple content areas
- Professional development for principals and teachers centered on evidence-based instructional strategies to support English Learners'

Q1: Promising Staff Practices

- Professional development for principals on Math Practices and supporting strong first Math instruction
- Ongoing professional development on project-based learning approach with ongoing support on lesson design and sharing of units
- Ongoing professional development with our Social Justice cohorts to integrate the Social Justice standards across content areas
- Ongoing professional development with Restorative Justice Practices with the goal of addressing:
  - basic classroom/student conflicts, disrespectful behavior, attendance issues, etc.
  - such challenges dealt by using teacher-student informal conferences, Restorative Circles, modeling of school values, and community building.

Q1: Promising Staff Practices

- Counselors continue to have open enrollment access for all students, including our AA, Latinx, and SWD students. Counselors use following resources and actions:
  - AP potential reports from the PSAT to help schedule students into HP & AP courses
  - One on one planning meetings with each family in 10th grade to encourage them to attend the AP boot camp which preps students for AP English
  - Work with students to complete the prerequisite classes essential for success with future coursework in alignment with their individual goals

Q1: Considerations for Next Steps

- Early Learning team will be considering tools to support physical health and wellbeing. Relatedly, since Kindergarten teachers are taking the assessment, vertical alignment with TK and pre-school teacher expectations need to be further explored so standards for “on-track” are consistent
- Development of common tool for internal learning rounds that centers on providing targeted feedback on the implementation of strategies that support English Learners
- Expand professional development to address the needs of Standard English Learners that includes concrete strategies to accelerate academic language development, access and completion of rigorous courses

Thank you

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Goal 1 Lag Metrics

Appendix A

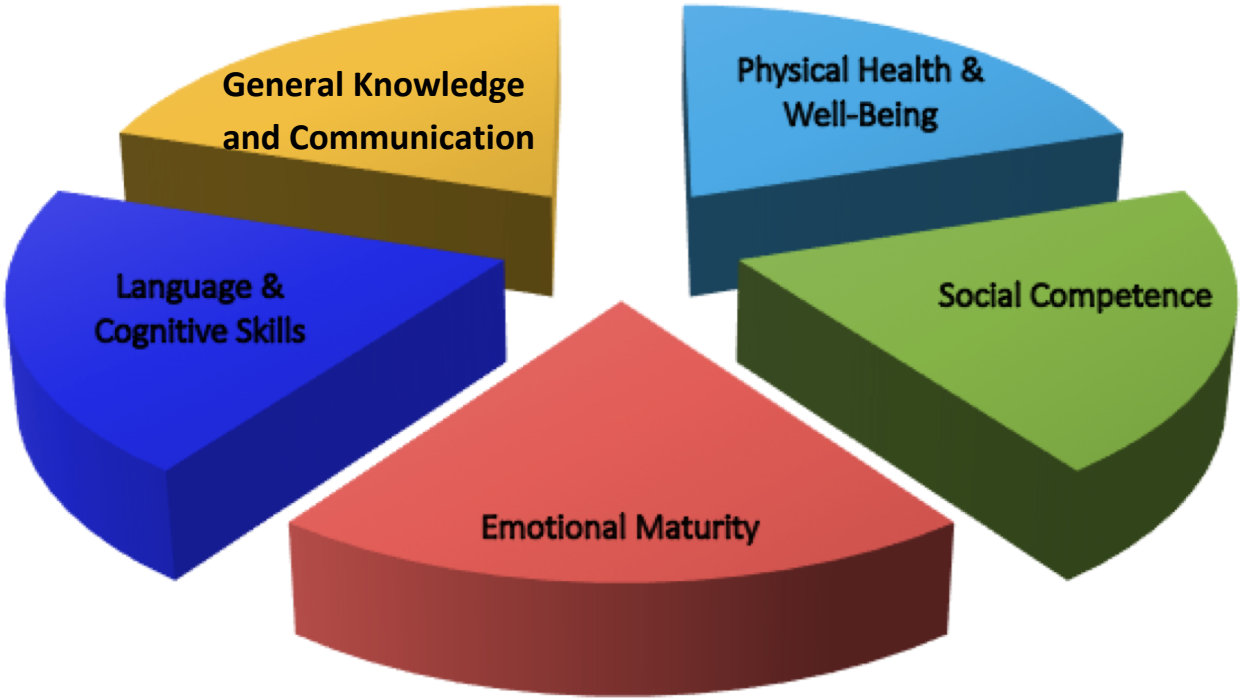
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Early Development Instrument (EDI) 2018-19

What Is the EDI?

- Population level assessment
- No results on individual children
- Not a tool to evaluate schools or teachers
- Focus on community-based preventative interventions
- Results show “vulnerability” in certain areas by neighborhood

What Does EDI Measure?



How Is EDI Administered?

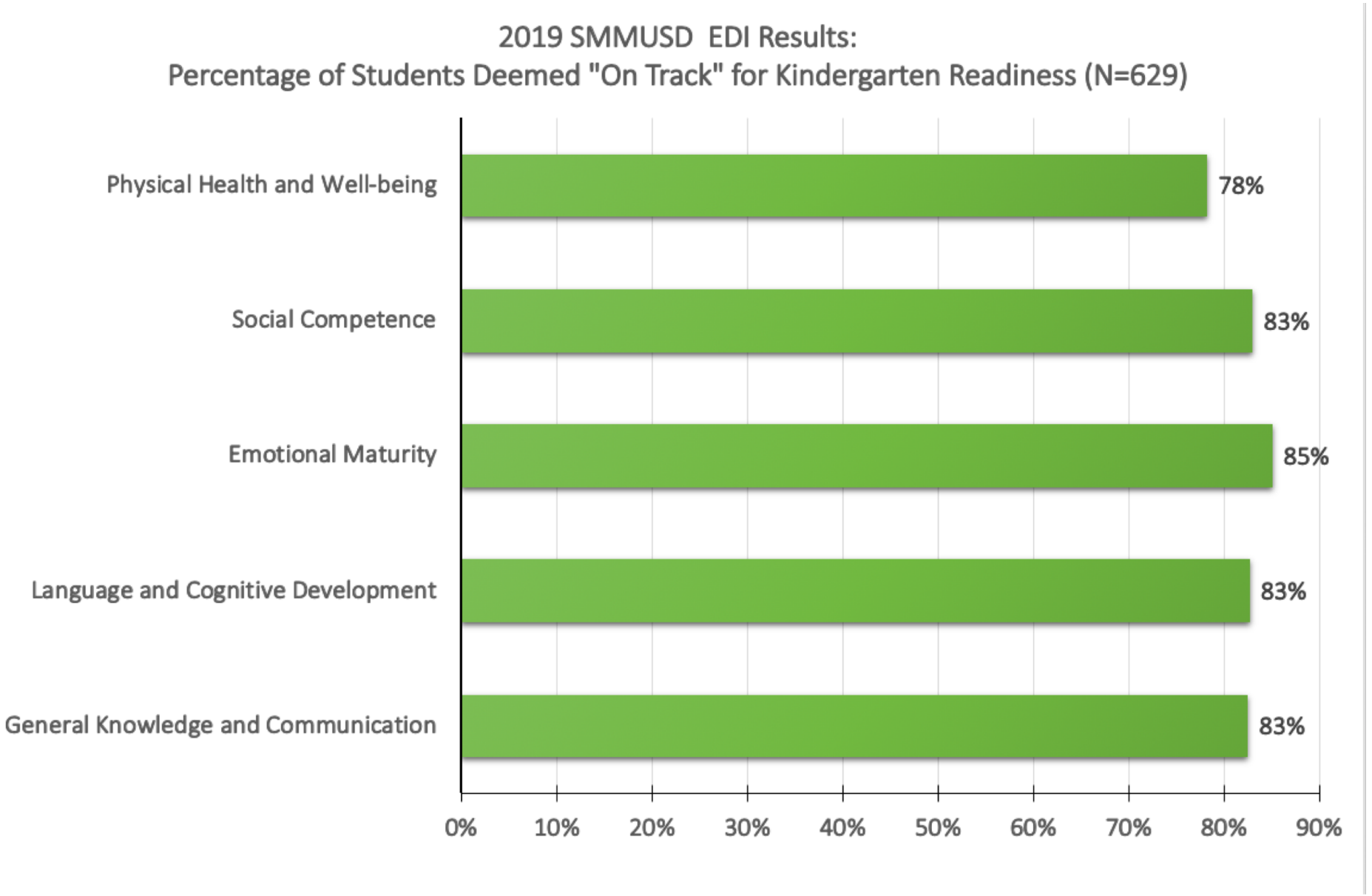
- K Teachers trained to use the instrument
- K Teachers respond to survey items for each individual child
- Reflection of how “ready” students entered K in each of the five domains
- Teachers complete surveys online, on their own time – students are not asked to perform tasks or answer questions

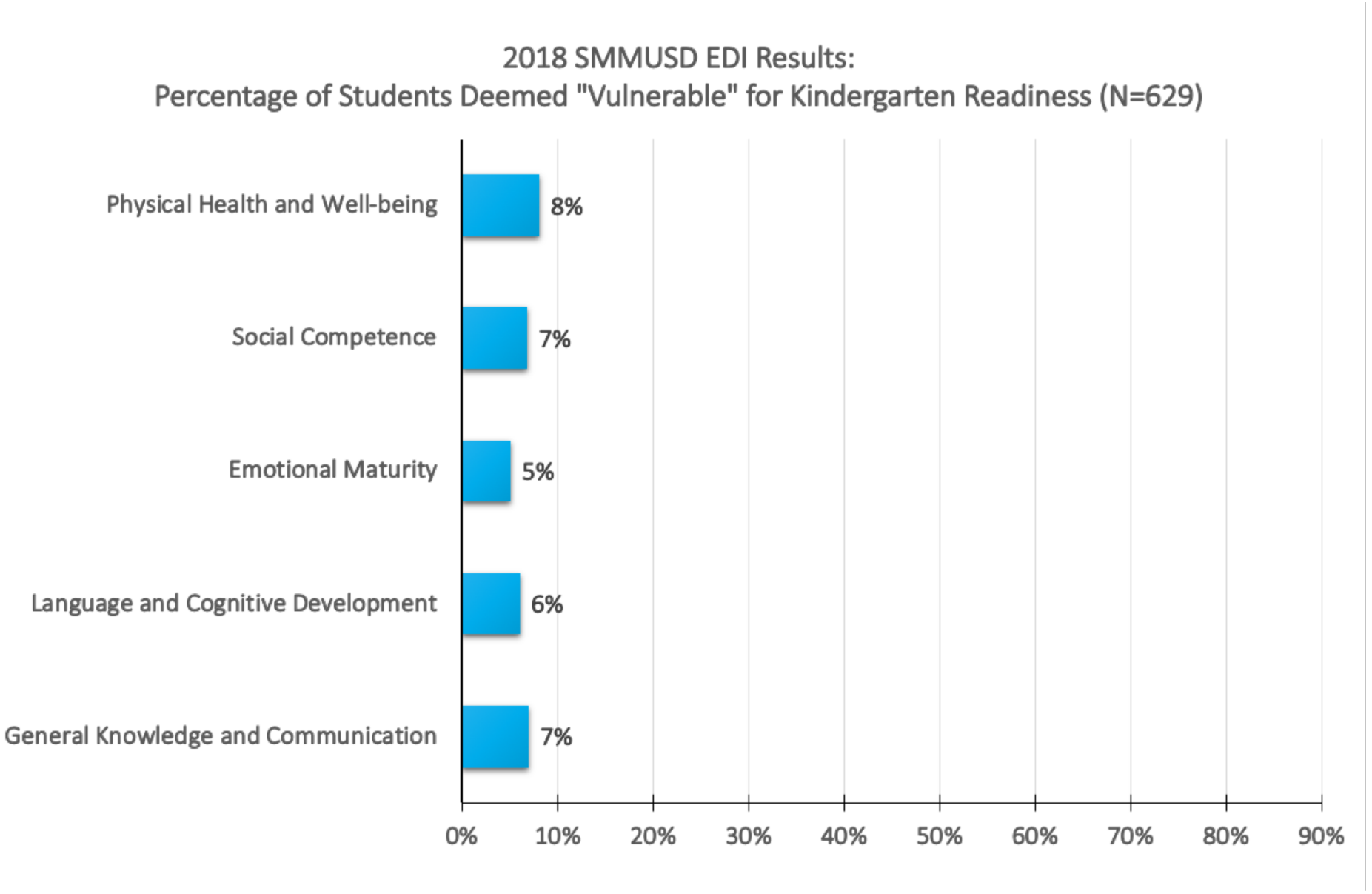
How Are Results Reported?

Community-wide

By Neighborhood

Confidential School Reports


2019 SMMUSD EDI Results:
Percentage of Students Deemed "On Track" for Kindergarten Readiness (N=629)
Physical Health and Well-being
78%
Social Competence
83%
Emotional Maturity
85%
Language and Cognitive Development
83%
General Knowledge and Communication
83%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%


2018 SMMUSD EDI Results:
Percentage of Students Deemed "Vulnerable" for Kindergarten Readiness (N=629)
Physical Health and Well-being
8%
Social Competence
7%
Emotional Maturity
5%
Language and Cognitive Development
6%
General Knowledge and Communication
7%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%

What Does Physical Well-Being Mean?

Absence of disease or impairment, access to adequate and appropriate nutrition, and gross and fine motor skills. Necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages.

Sample Items:

- Attendance/Illness
- Underweight/overweight
- Level of energy throughout the school day
- Overall physical development
- Fine motor (holding pencil, crayons, etc.)

What Does Social Competence Mean?

Children need to meet general standards of acceptable behavior in public places, control their behavior, cooperate with others, show respect for adult authority, and communicate feelings and needs in a socially acceptable manner

Sample Items:

- Child is able to is able to play with various children
- Child demonstrates self-control
- Child shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)
- Child is able to adjust to changes in routines
- Child is curious about the world

Often or Very True | **Sometimes or Somewhat True** | **Never or Not True** | **Don't Know**

What Does Emotional Maturity Mean?

Emotional maturity is characterized by a balance between a child's curiosity about the world, an eagerness to try new experiences, and some ability to reflect before acting.

Sample Items:

- Child volunteers to help clear up a mess someone else has made
- Child appears worried
- Child cries a lot
- Child takes things that do not belong to him/her
- Child has difficulty awaiting turn in games or groups

Often or Very True → **Sometimes or Somewhat True** → **Never or Not True**

Don't Know

Language and Cognitive Development

Language skills refer to vocabulary size and a child's ability to name letters and attend to the component sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.

Sample Items:

- Child knows how to handle a book (e.g., turn a page)
- Child is is aware of writing directions in English (left to right, top to bottom)
- Child is interested in reading (inquisitive/curious about the meaning of printed material)
- Child is able to write simple sentences
- Child is able to sort and classify objects by a common characteristic (e.g., shape, color, size)

Yes **No** **Don't Know**

Communication Skills & General Knowledge

Children must be able to understand verbal communications with other adults and children and to verbally communicate experiences, ideas, wishes, and feelings in a way that can be understood by others.

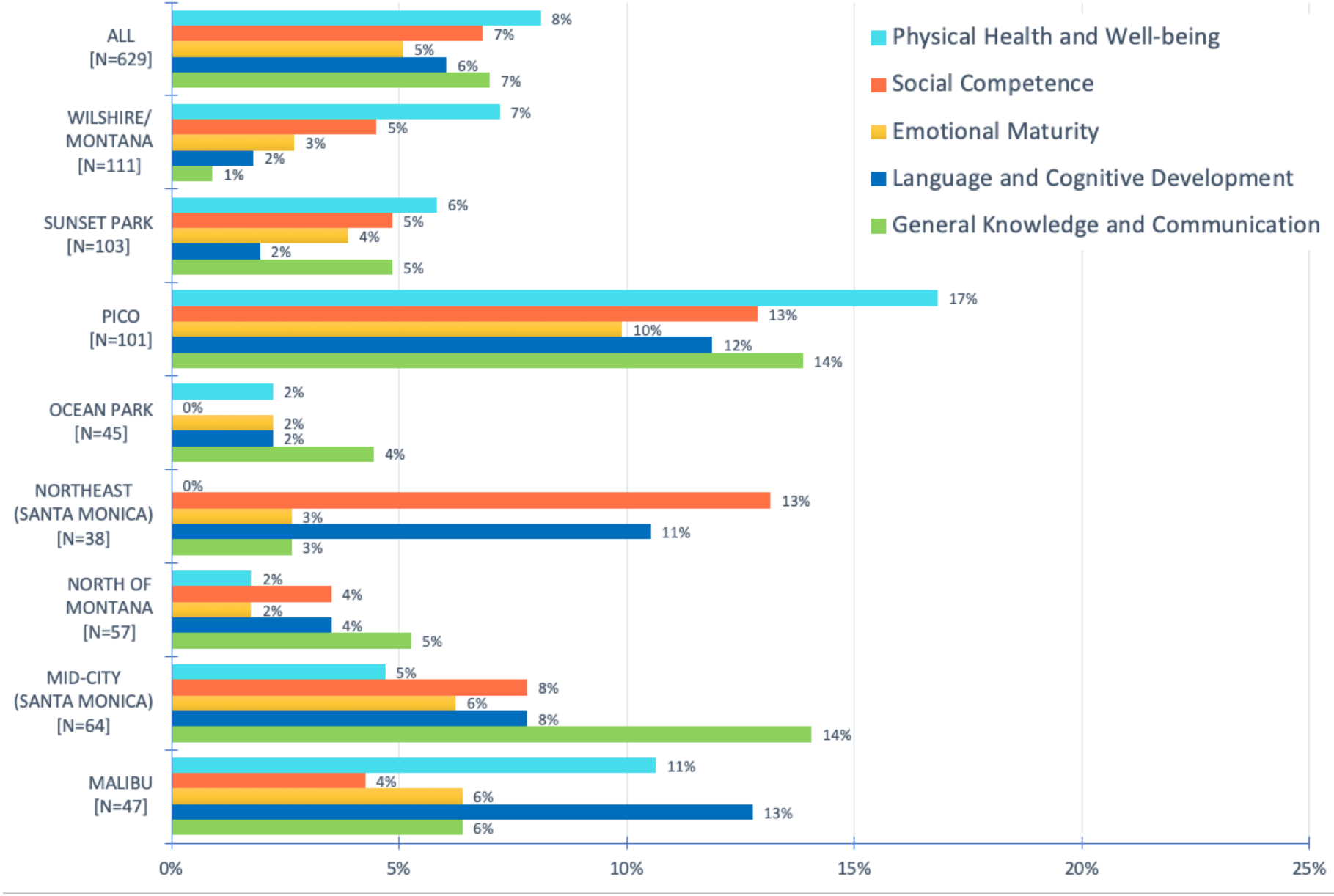
Sample Items:

- Able to take part in imaginative play
- Able to articulate clearly, without sound substitutions
- Answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)

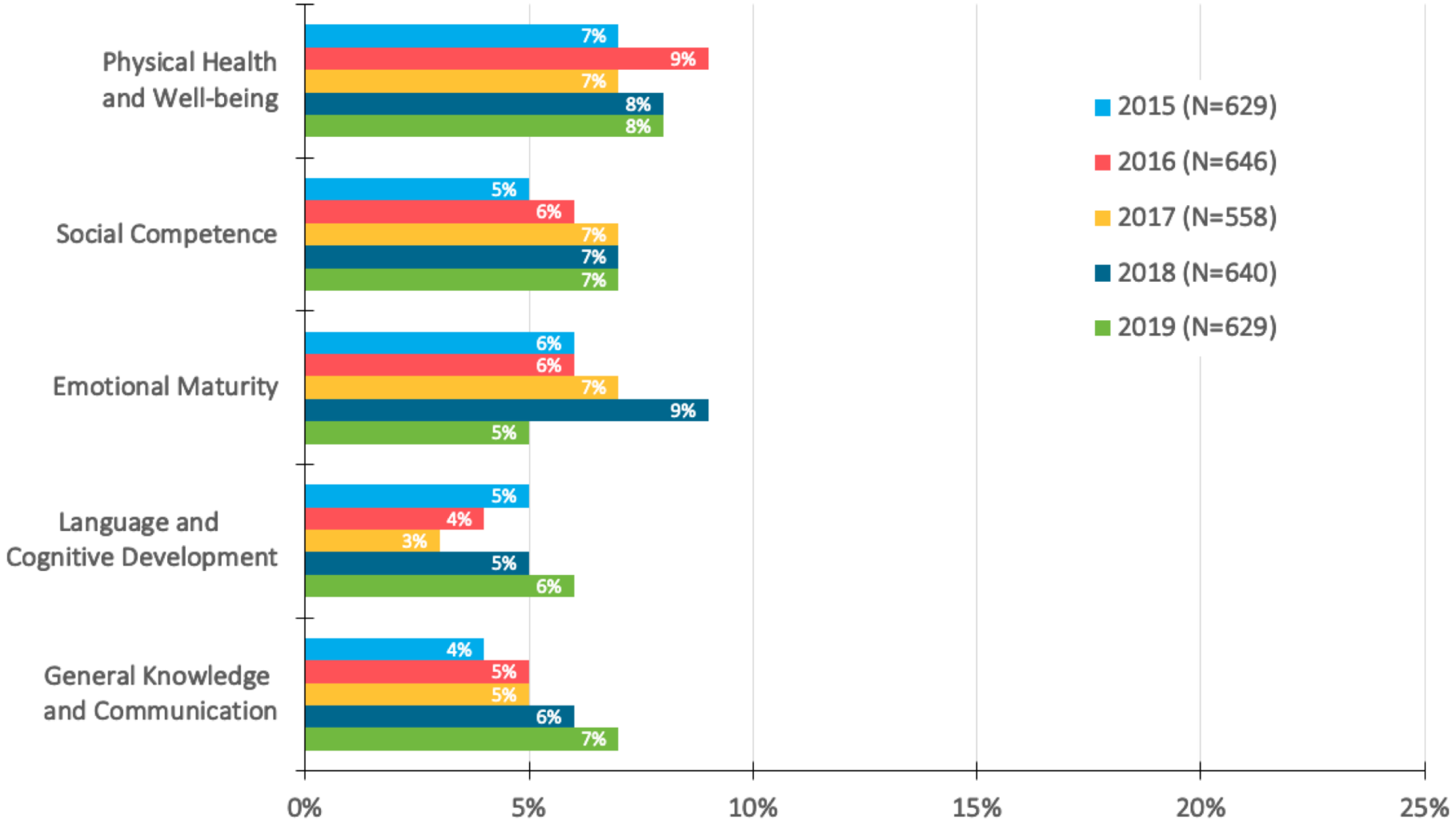
Neighborhood Reports

- Based on where the student lives NOT where he/she attends school
- Students who live outside the boundaries of Santa Monica or Malibu are included in the “all” or community report

EDI 2018-19 Data
K Students Deemed Vulnerable (By Neighborhood)

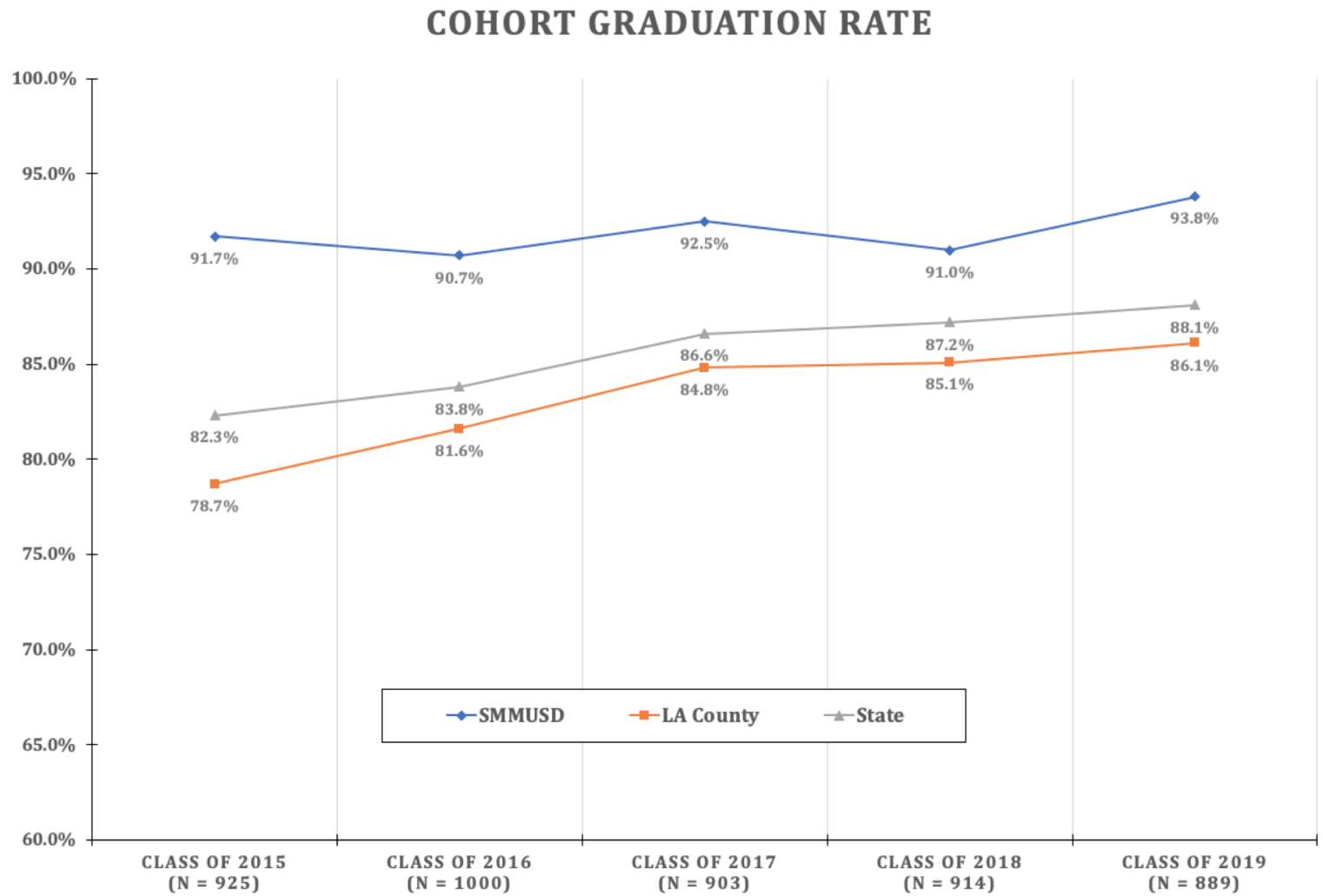


SMMUSD EDI Results 2015 - 2019
Percentage of Students Deemed "Vulnerable" for Kindergarten Readiness



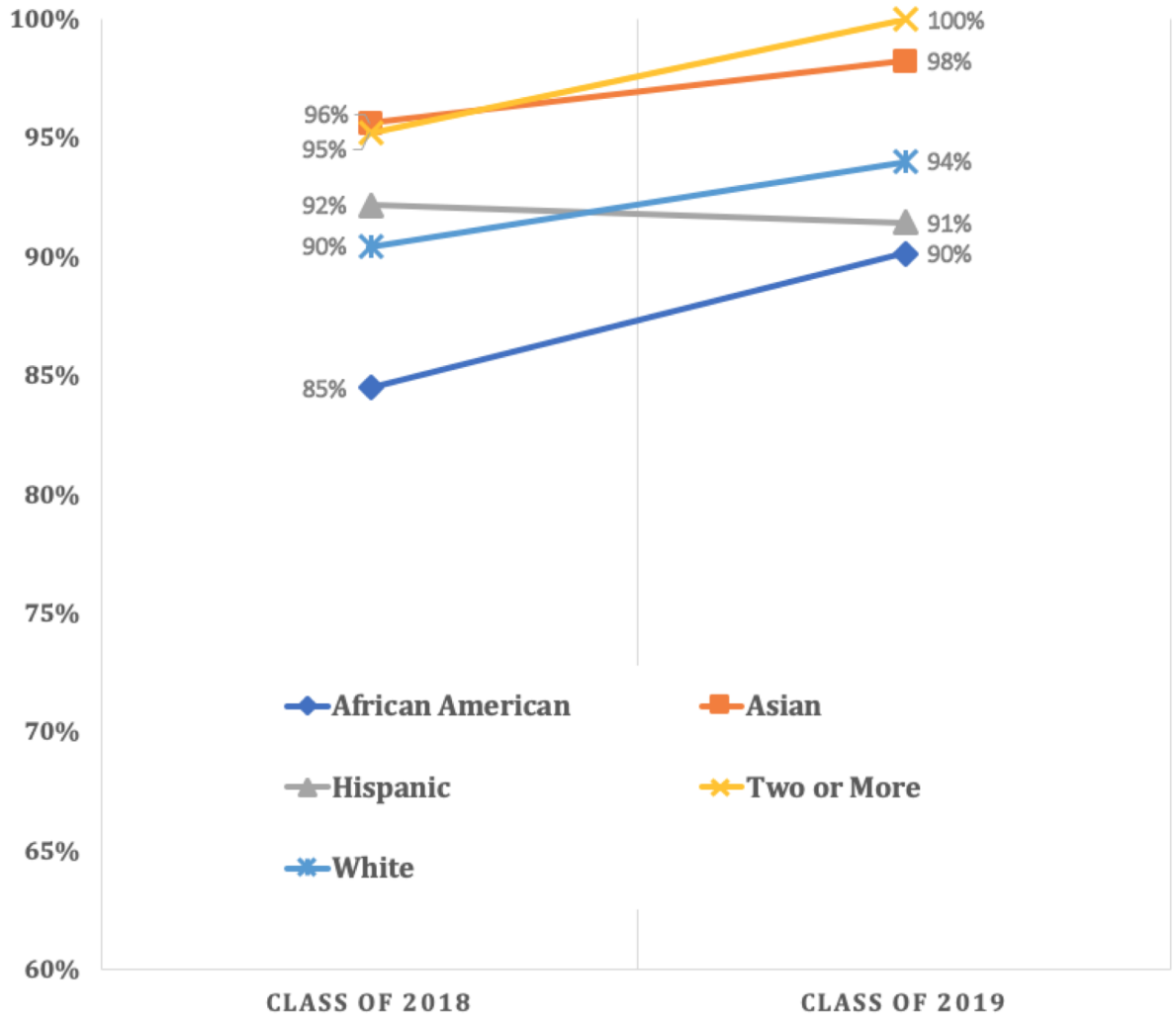
Cohort Graduation Rate

Five Years (2015-2019)



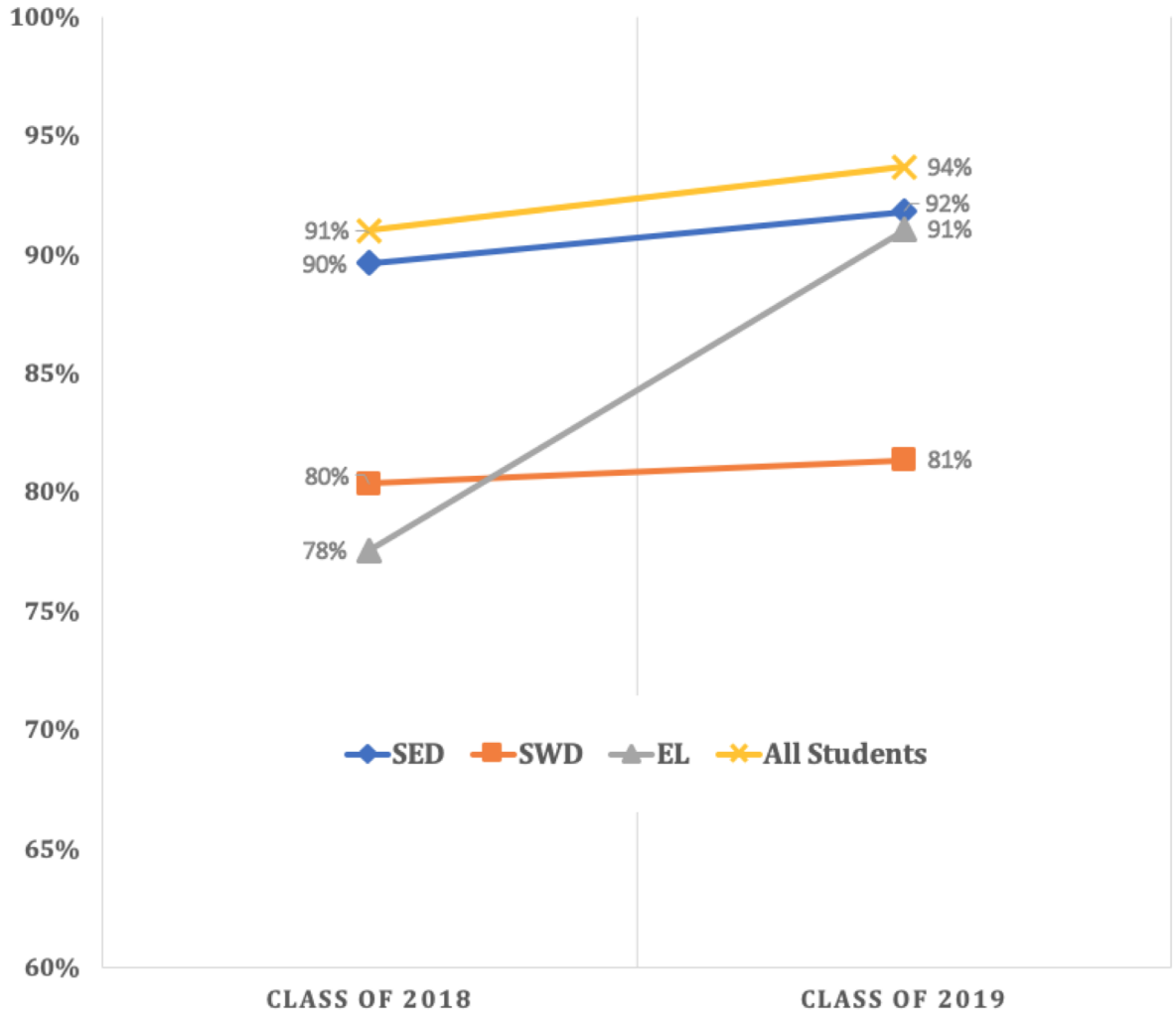
Cohort Graduation Rate

By Race/Ethnicity



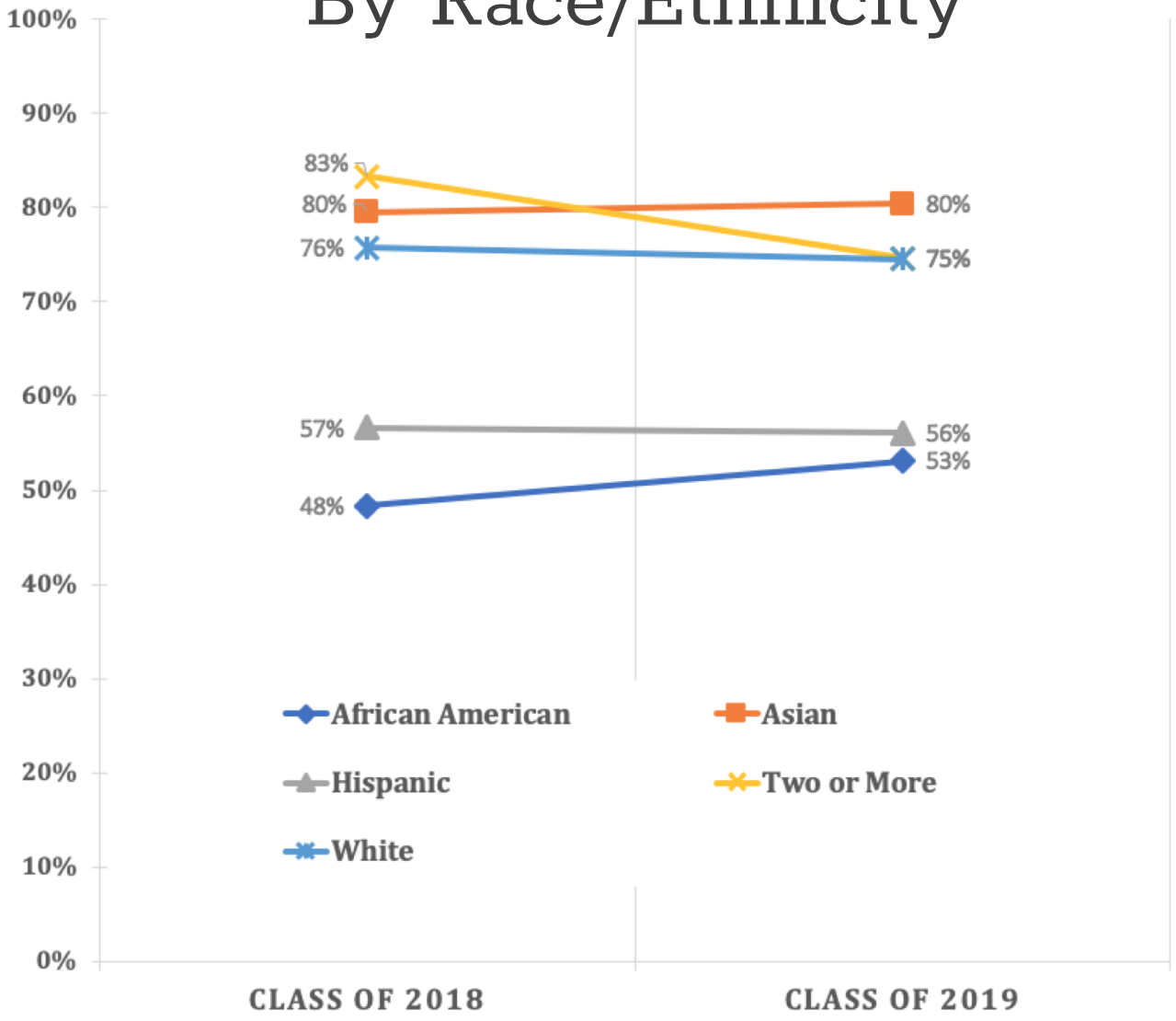
Cohort Graduation Rate

By Subgroup



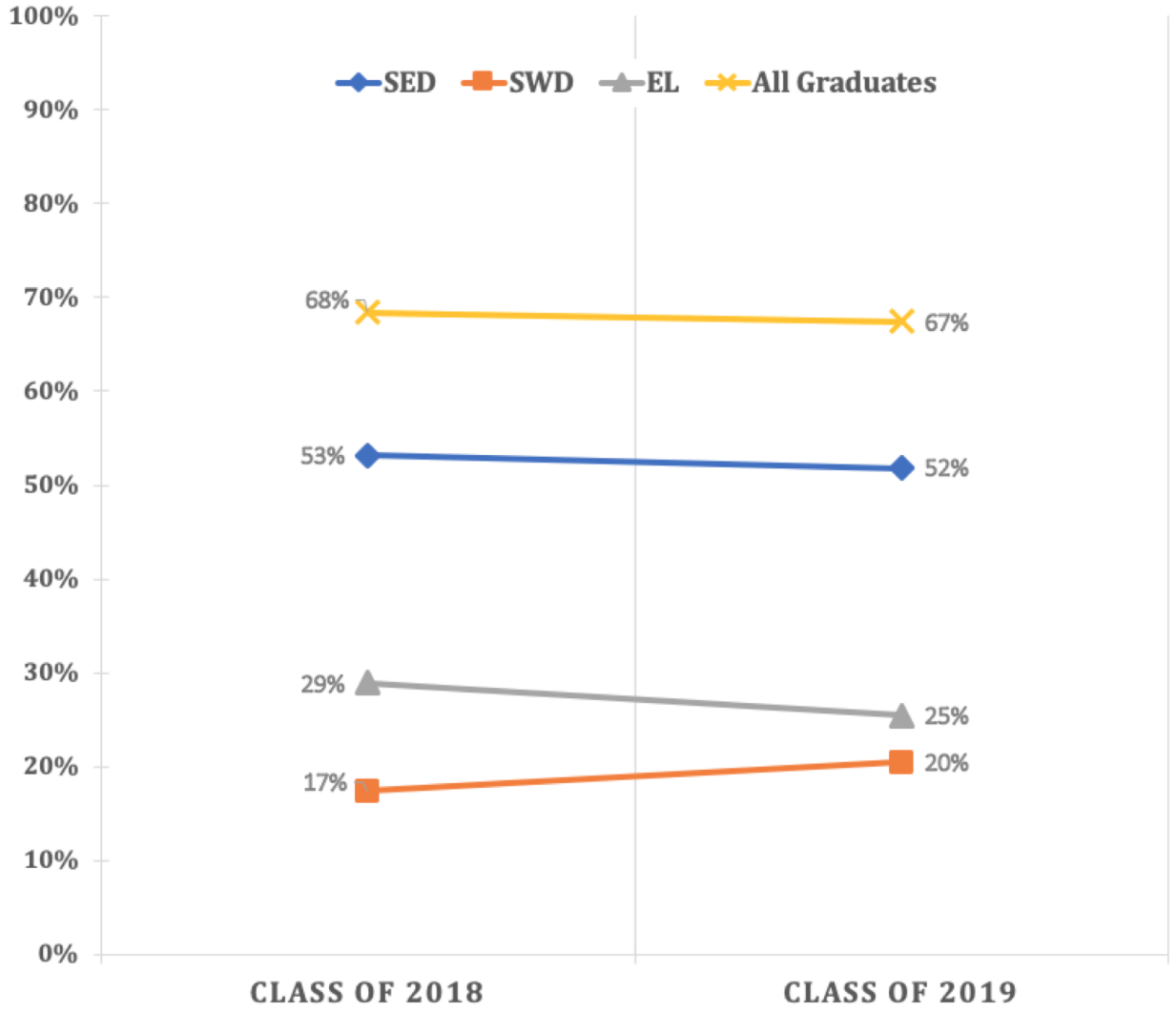
Graduates meeting UC/CSU A-G Requirements

By Race/Ethnicity



Graduates meeting UC/CSU A-G Requirements

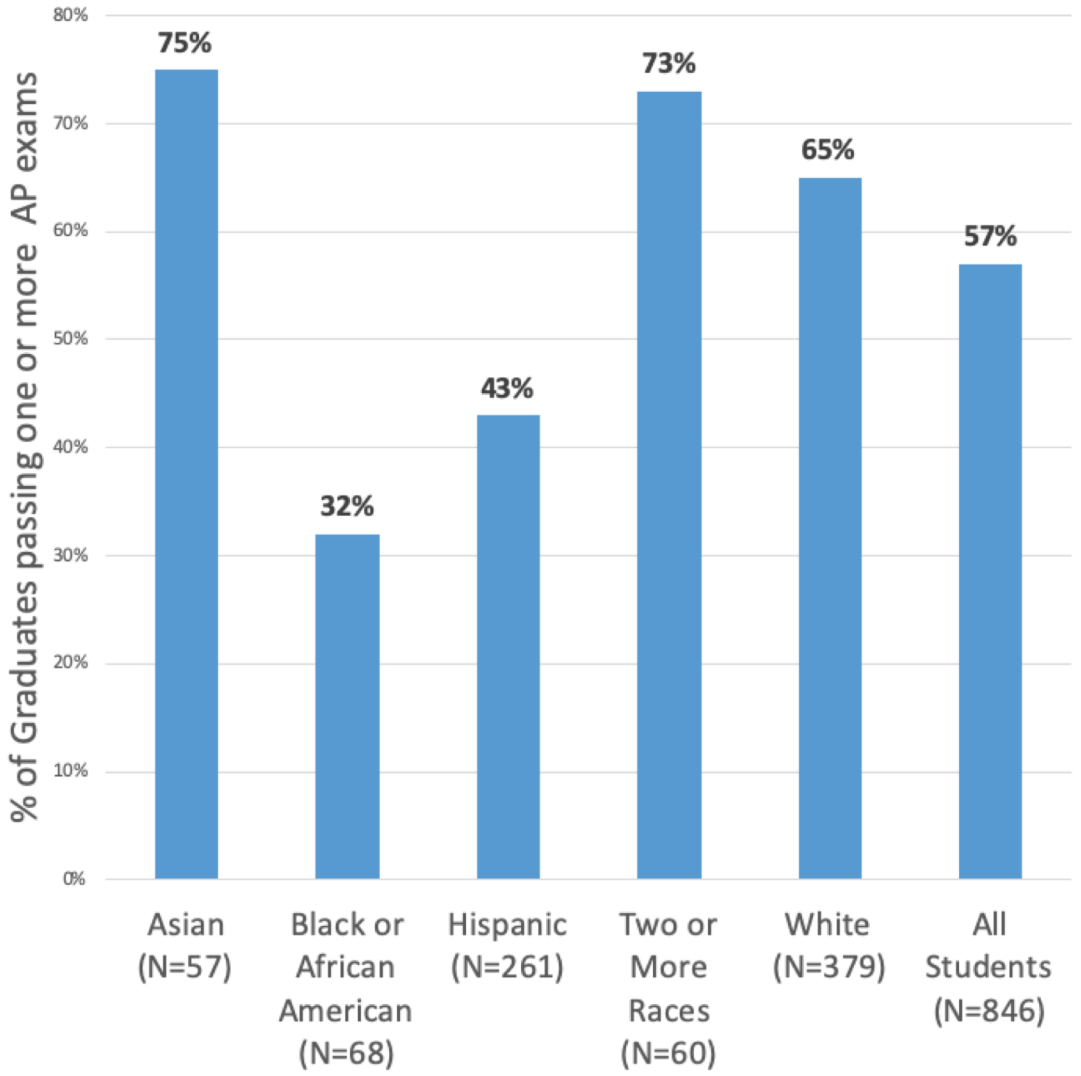
By Subgroup



Number of Students in Each Cohort

Subgroup Category	Number of Students in Class of 2018	Number of Graduates in Class of 2018	Number of Students in Class of 2019	Number of Graduates in Class of 2019
African American	71	60	71	64
Asian	46	44	57	56
Hispanic	295	272	281	257
Two or More	63	60	59	59
White	419	379	401	377
SED	348	312	330	303
SWD	107	86	102	83
EL	58	45	56	51
All Students	914	832	889	834

Graduates passing one or more AP exams (in 4 yrs of HS)



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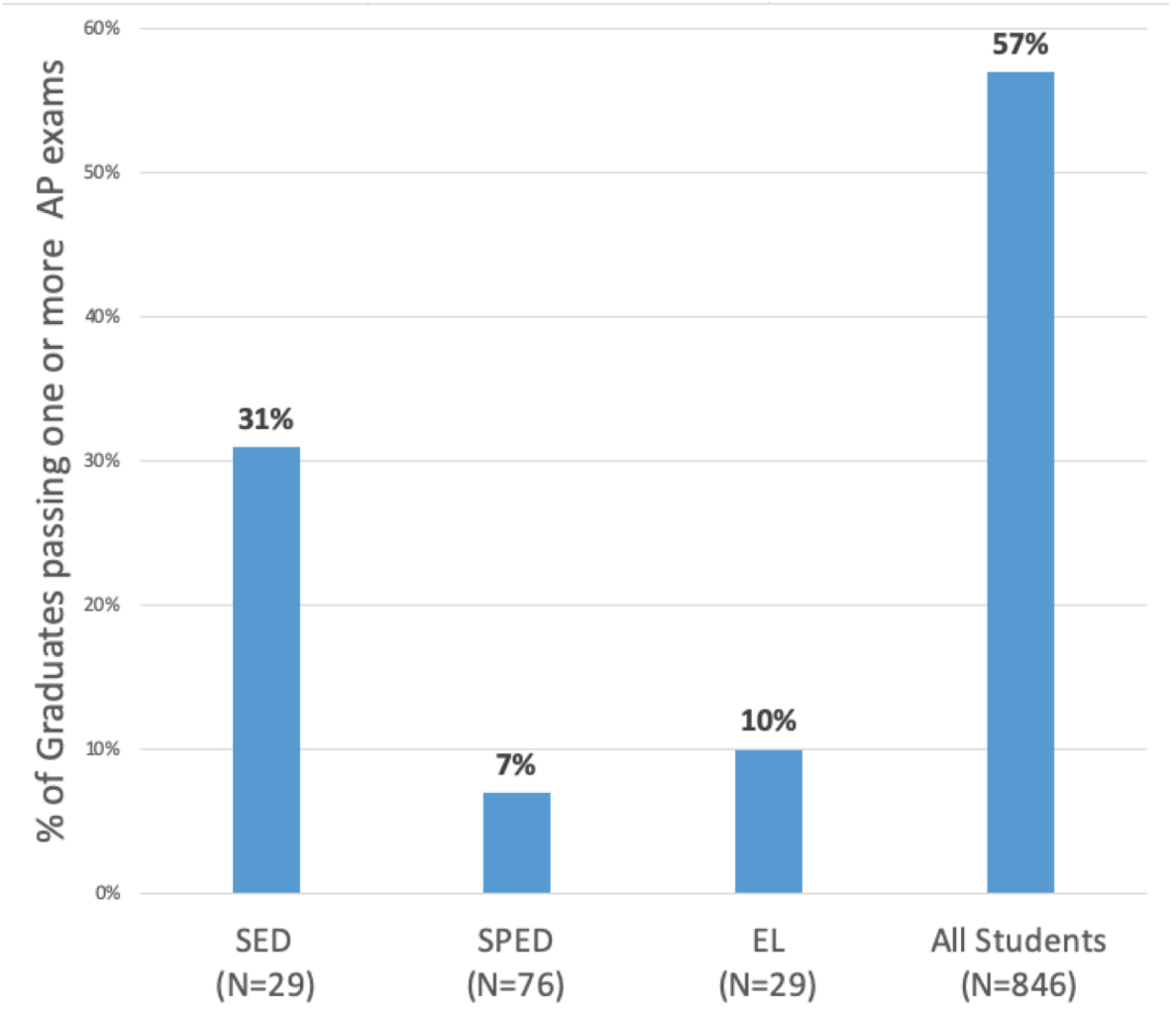
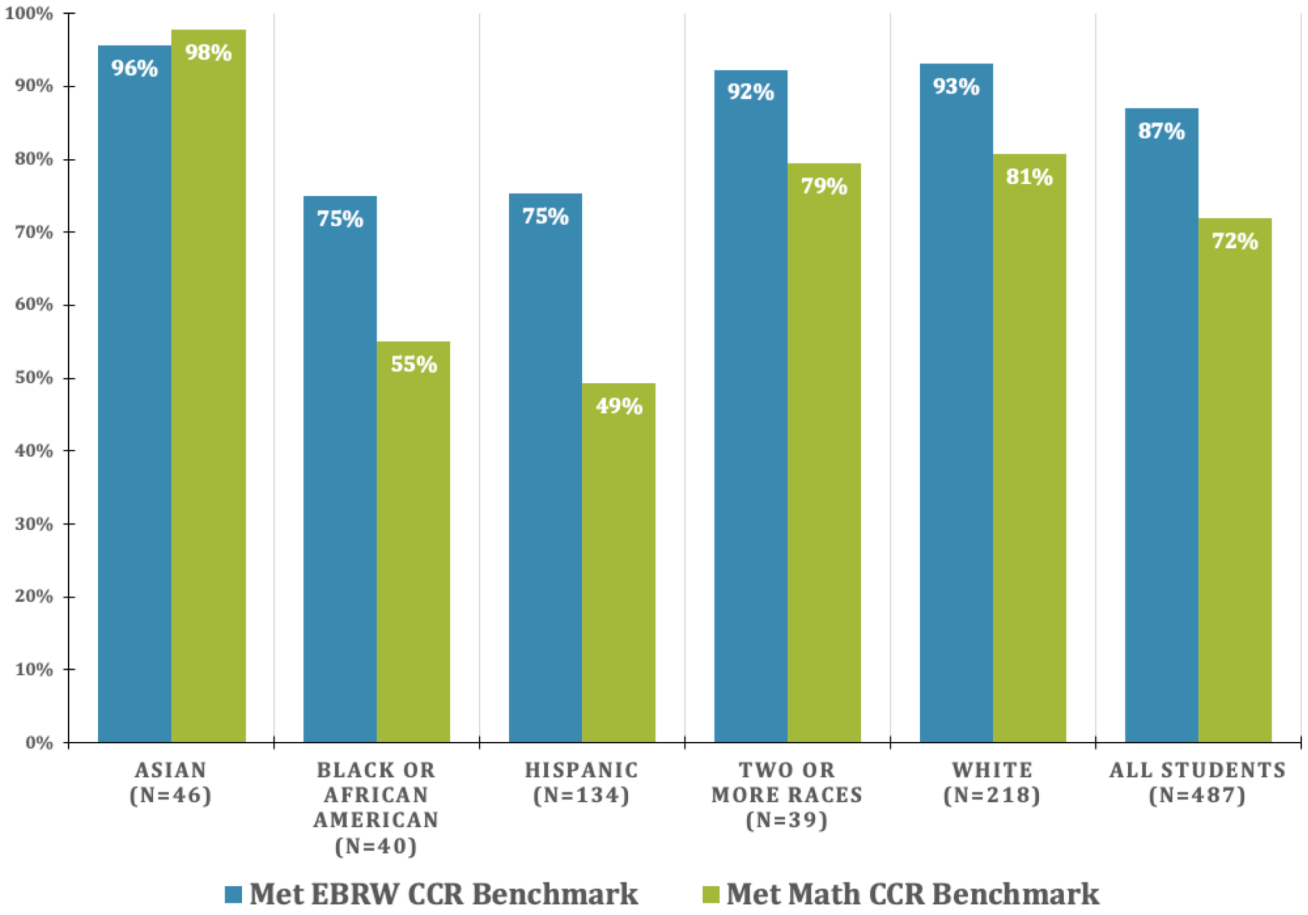
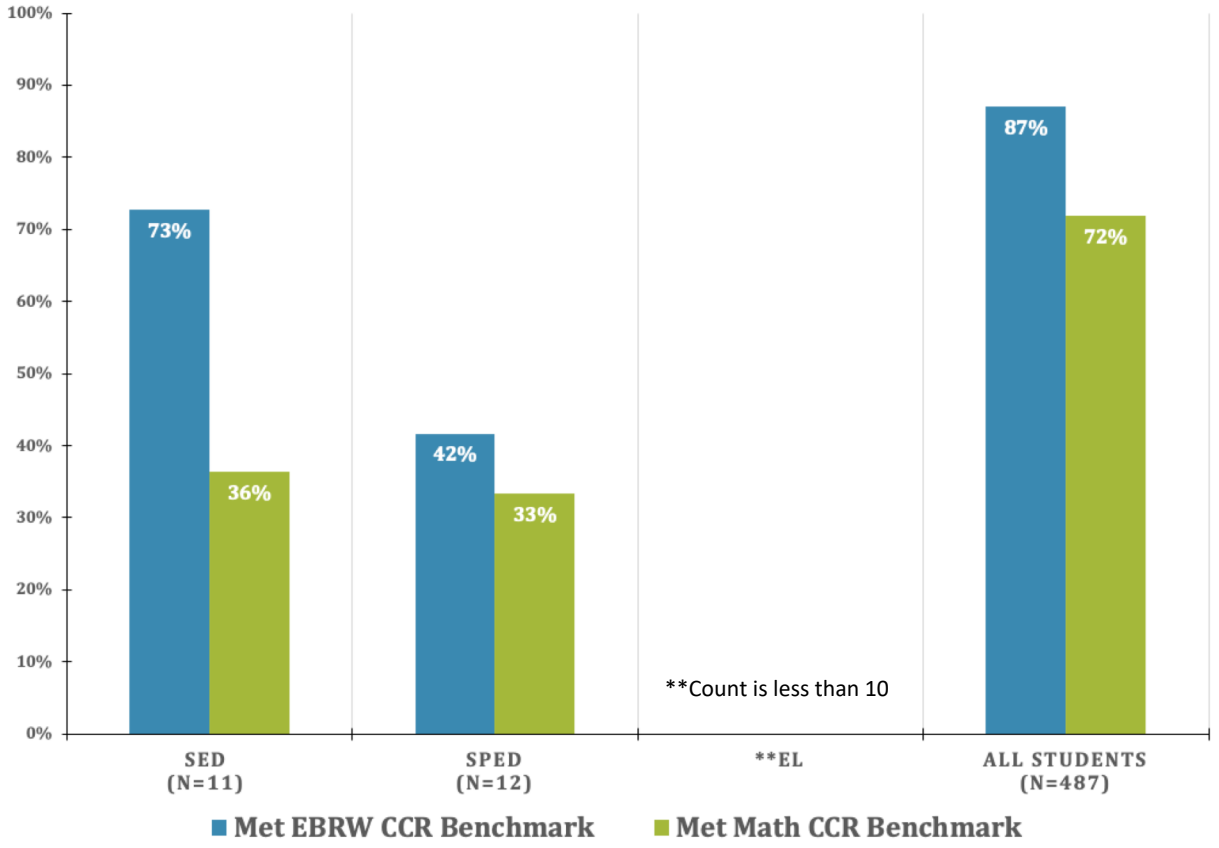


Graduates meeting SAT College and Career Readiness Benchmarks



- The SAT Evidence-Based Reading and Writing (EBRW) benchmark is the SAT Evidence-Based Reading and Writing section score associated with a 75% chance of earning at least a C in first-semester, credit bearing, college-level courses in history, literature, social science, or writing.
- The SAT Math benchmark is the SAT Math section score associated with a 75% chance of earning at least a C in first-semester, credit bearing, college-level courses in algebra, statistics, precalculus, or calculus.

Graduates meeting SAT College and Career Readiness Benchmarks



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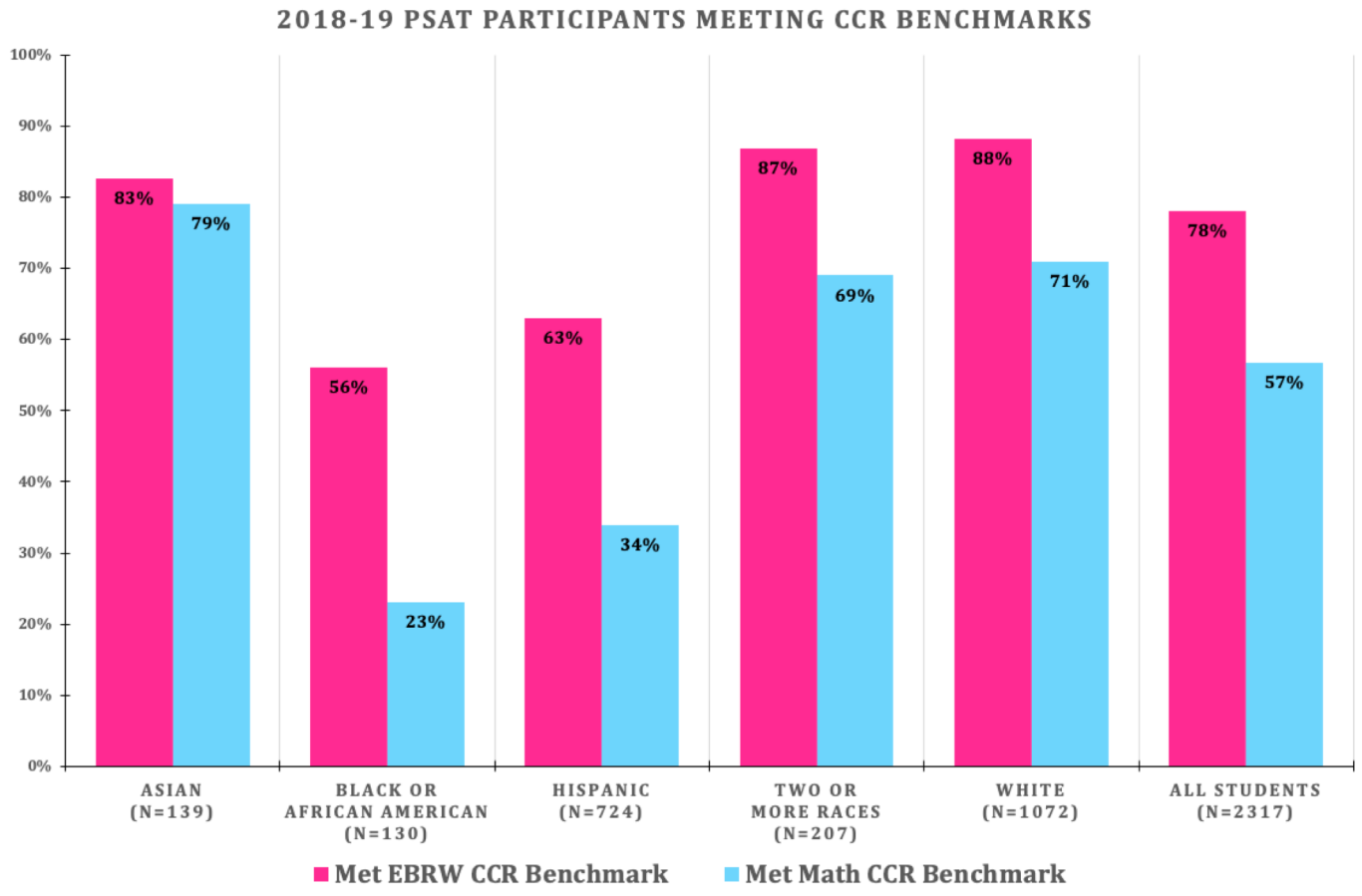
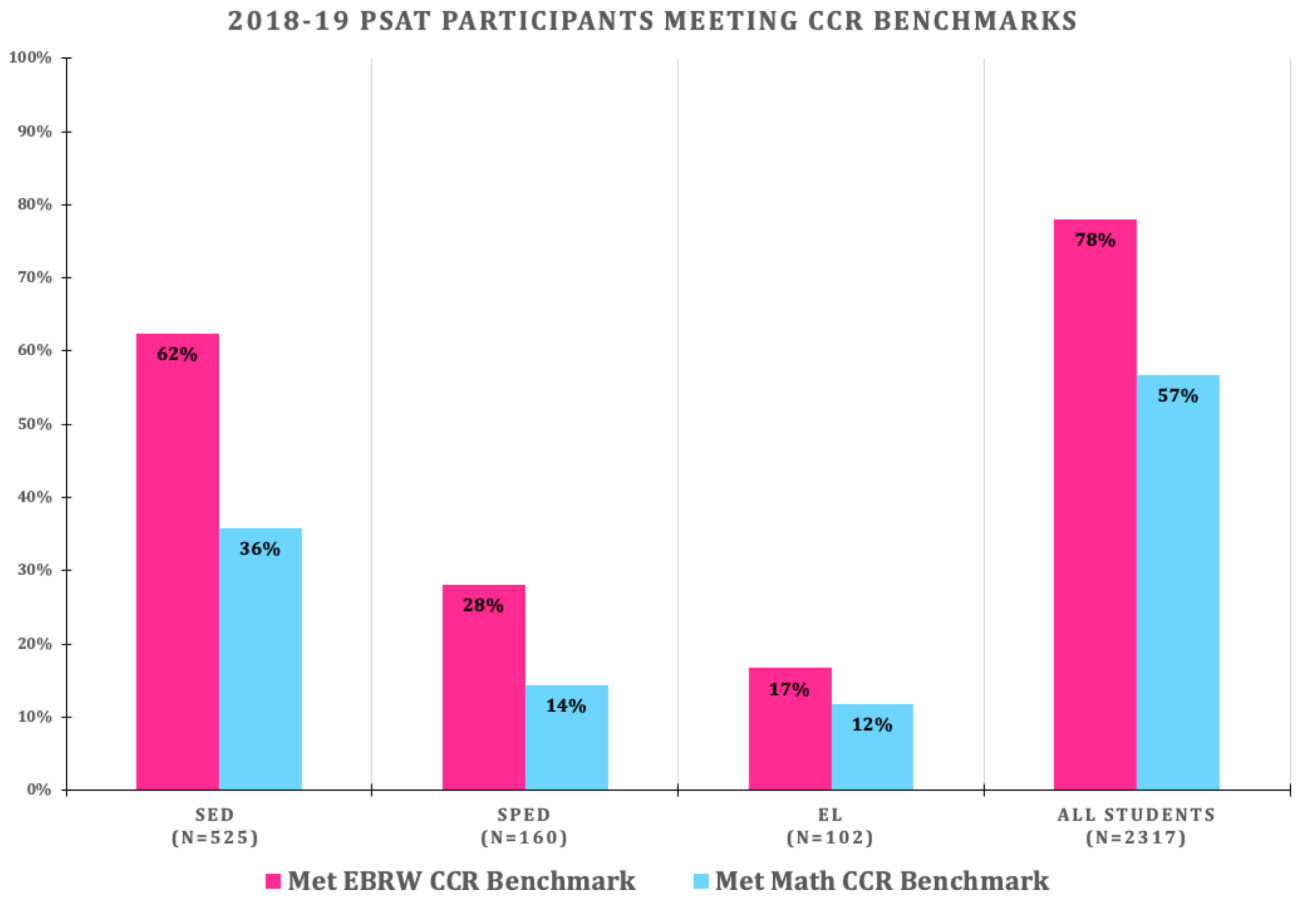
PSAT participants meeting College and Career Readiness Benchmarks (Gr. 9-11)



PSAT participants meeting College and Career Readiness Benchmarks (Gr. 9-11)

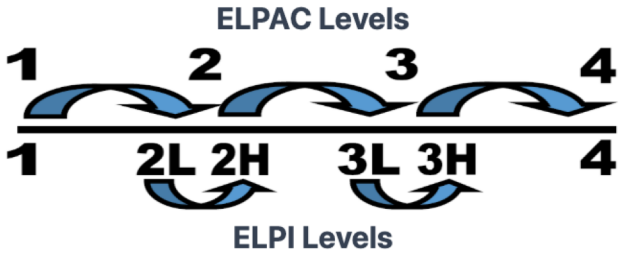


SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Goal 2 Lag Metrics

Appendix B

English Learner Progress



65.8% making progress towards English language proficiency

Number of EL Students:

657

Progress Levels

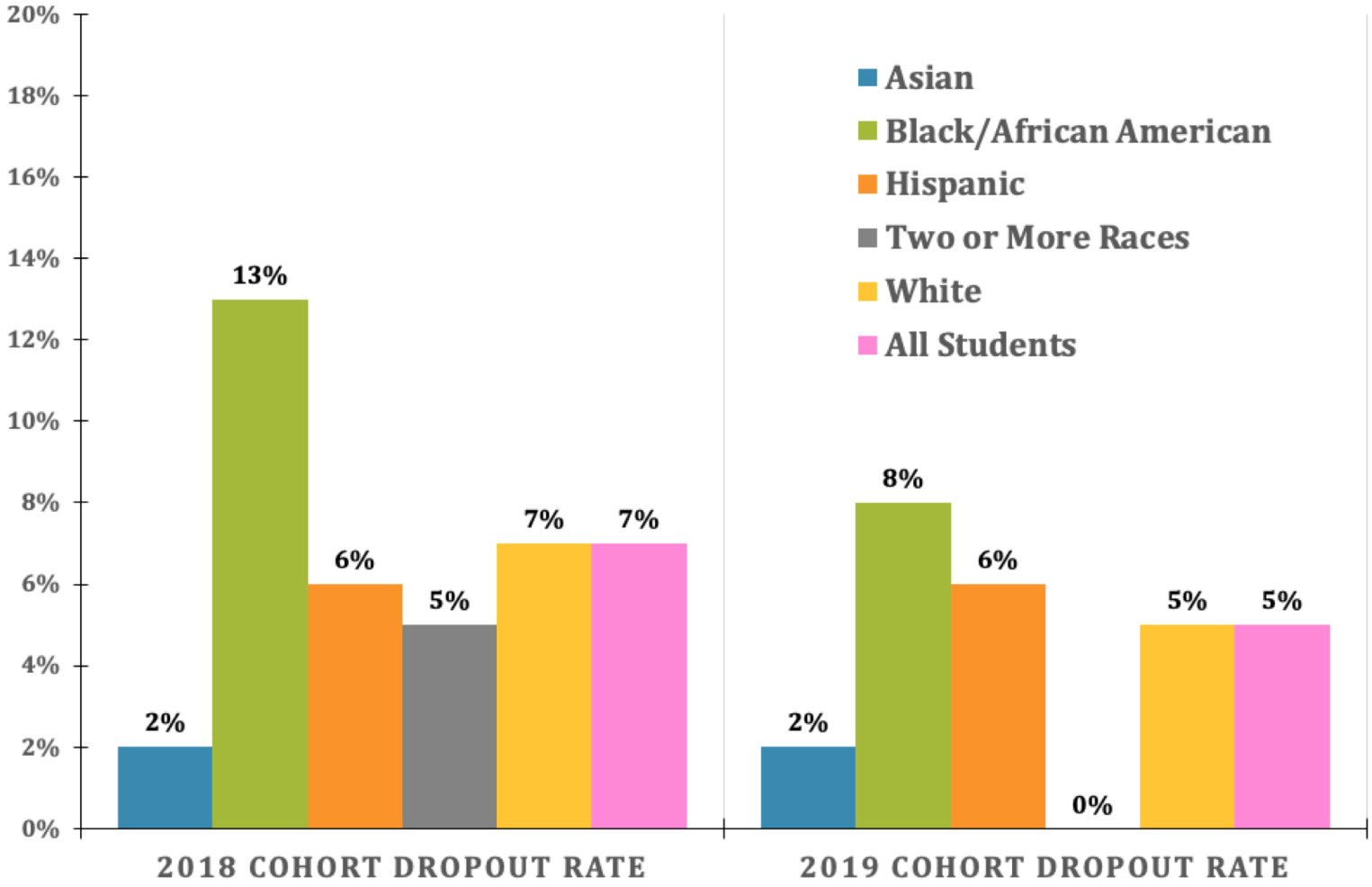
Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

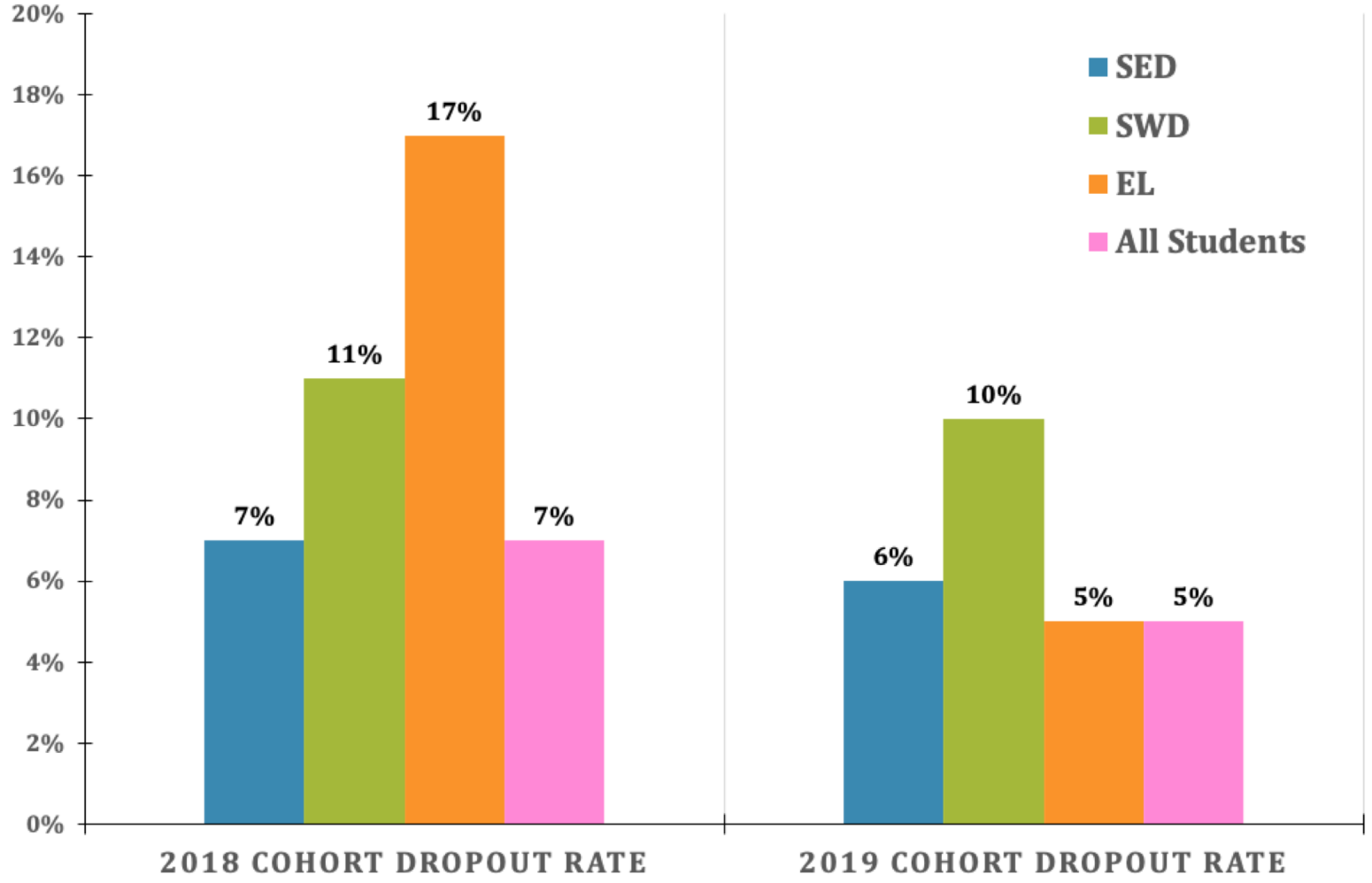
Goal 3 Lag Metrics

Appendix C

Cohort Dropout Rate — By Race/Ethnicity



Cohort Dropout Rate — By Subgroup

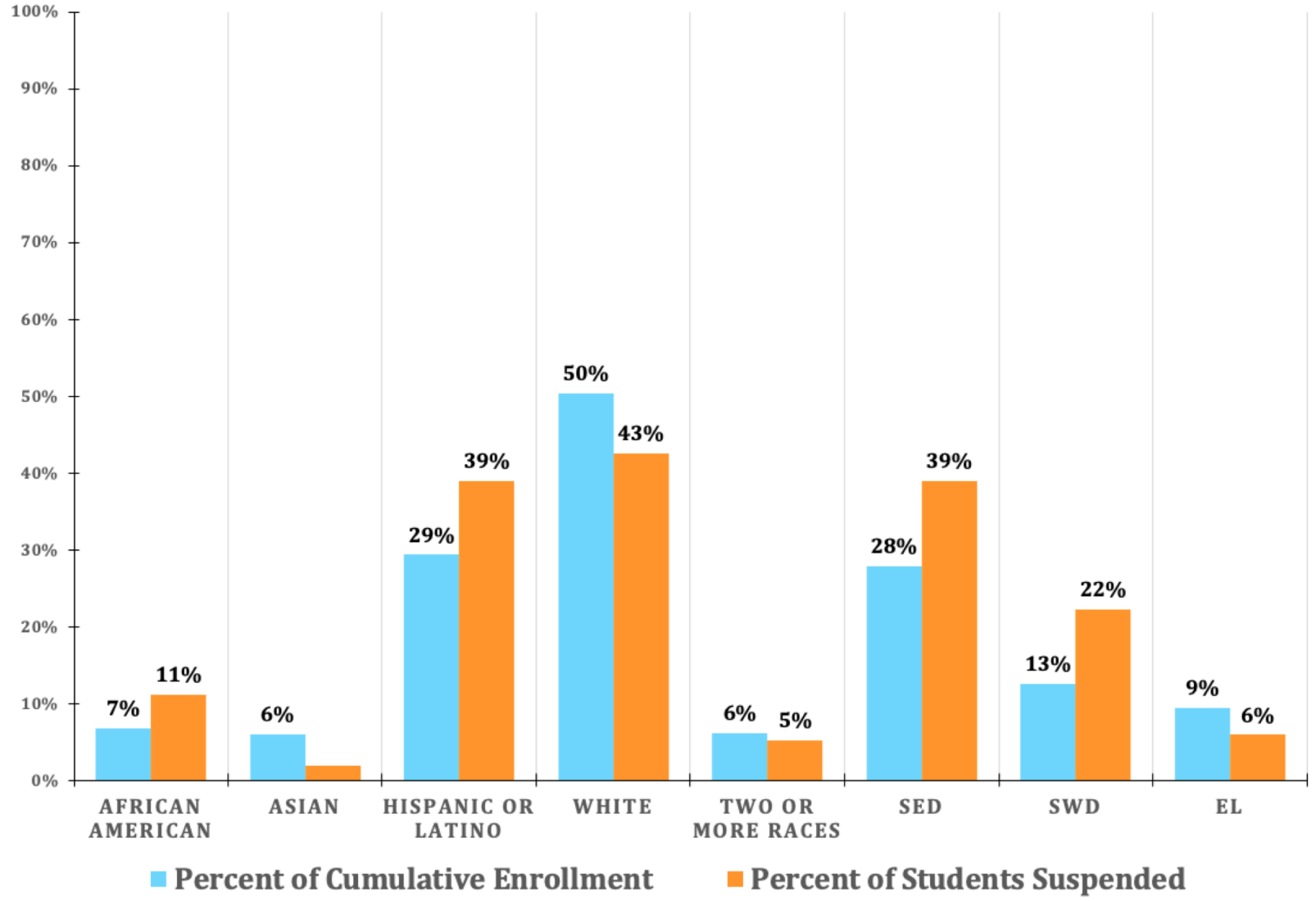


Cohort Dropout Counts

Subgroup Category	2018 Cohort Dropout Rate	Students in 2018 Cohort	2018 Cohort Dropout Count	2019 Cohort Dropout Rate	Students in 2019 Cohort	2019 Cohort Dropout Count
Asian	2%	**	**	2%	**	**
Black/African American	13%	**	**	8%	**	**
Hispanic	6%	295	17	6%	281	16
Two or More Races	5%	**	**	0%	59	0
White	7%	419	29	5%	400	19
SED	7%	348	26	6%	330	20
SWD	11%	107	12	10%	101	10
EL	17%	58	10	5%	**	**
All Students	7%	914	61	5%	889	42

** Data leading to counts of less than 10 are suppressed

2017-18 Cumulative Enrollment vs Students Suspended

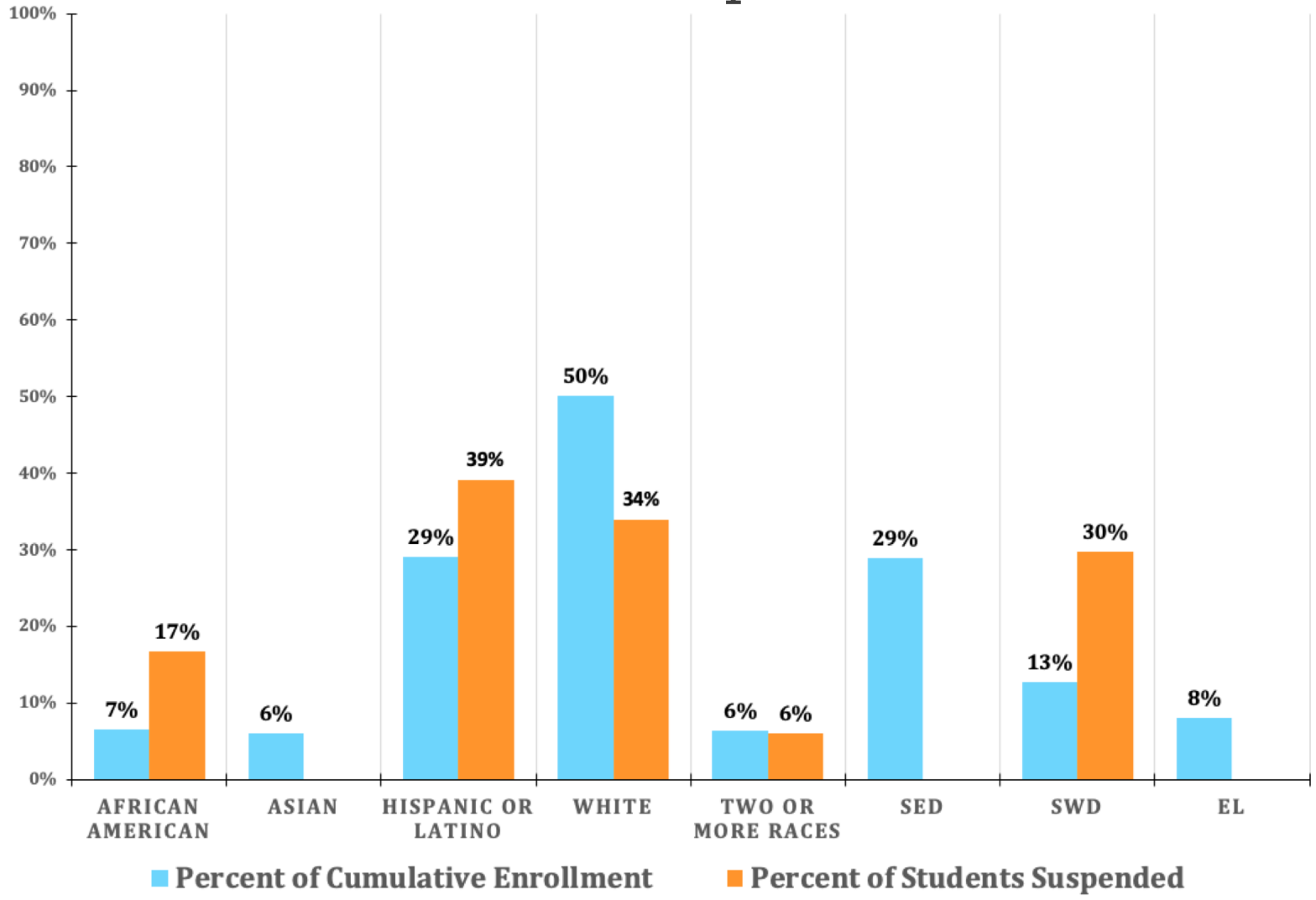


2017-18 Suspensions and Expulsions

Subgroup Category	Cumulative Enrollment	Total Suspensions	Total Expulsions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Cumulative Enrollment	Percent of Students Suspended
African American	754	47	0	30	4.0%	7%	11%
Asian	662	**	0	**	**	6%	**
Hispanic or Latino	3261	138	0	105	3.2%	29%	39%
White	5596	154	0	115	2.1%	50%	43%
Two or More Races	682	17	0	14	2.1%	6%	5%
SED	3095	142	0	105	3.4%	28%	39%
SWD	1396	90	0	60	4.3%	13%	22%
EL	1043	18	0	16	1.5%	9%	6%
All Students	11121	363	0	270	2.4%		

** Data suppressed to protect student privacy

2018-19 Cumulative Enrollment vs Students Suspended



2018-19 Suspensions and Expulsions

Subgroup Category	Cumulative Enrollment	Total Suspensions	Total Expulsions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Cumulative Enrollment	Percent of Students Suspended
African American	715	45	0	36	5.0%	7%	17%
Asian	662	**	0	**	**	6%	**
Hispanic or Latino	3161	97	0	84	2.7%	29%	39%
White	5448	90	0	73	1.3%	50%	34%
Two or More Races	700	15	0	13	1.9%	6%	6%
SED	3146	*	0	*	*	29%	*
SWD	1390	83	0	64	4.6%	13%	30%
EL	880	*	0	*	*	8%	*
All Students	10880	258	0	215	2.0%		

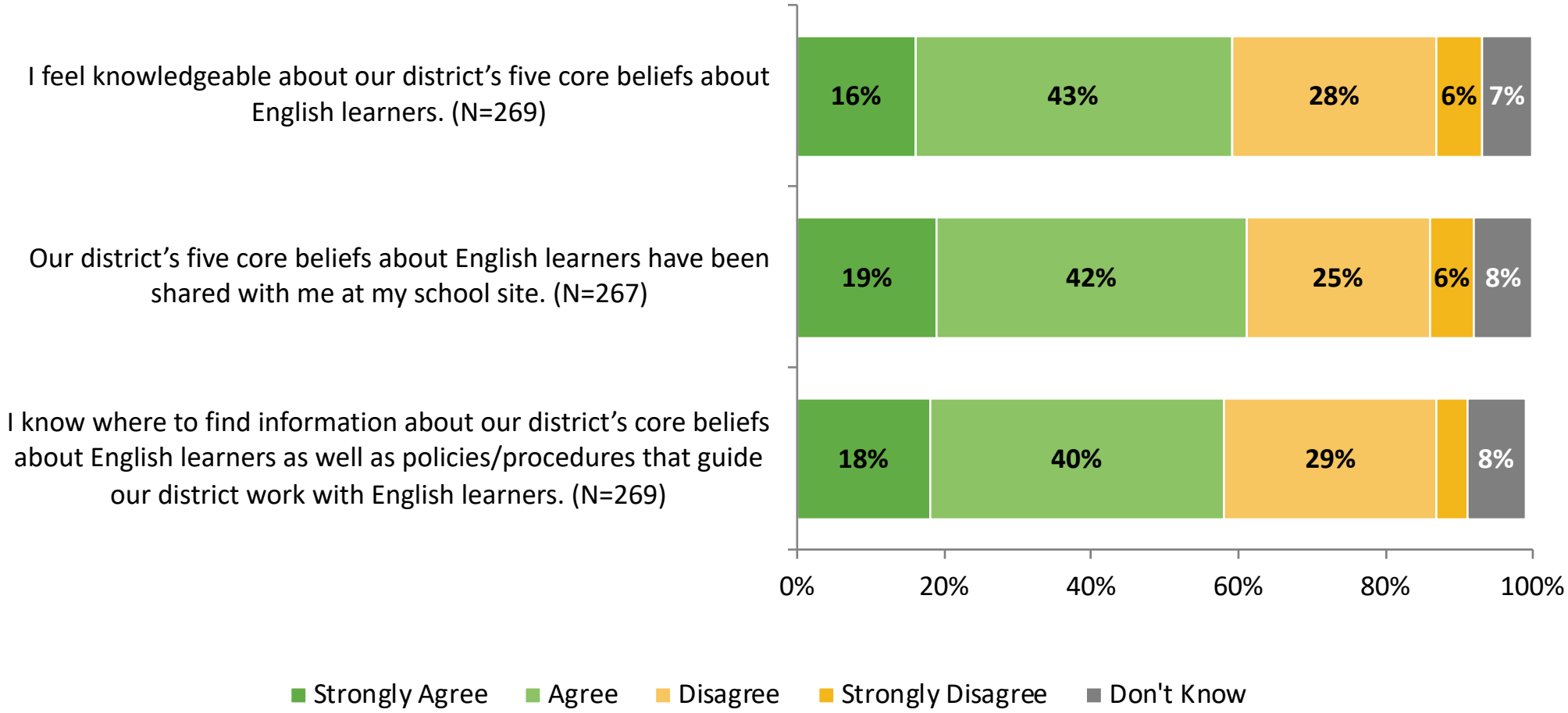
* Data unavailable

** Data suppressed to protect student privacy

Staff Survey Questions Regarding English Learners

Core Beliefs About English Learners

How strongly do you disagree or agree with the following statements?



Note: Only participants who said they were a teacher answered these questions.

Core Beliefs About English Learners

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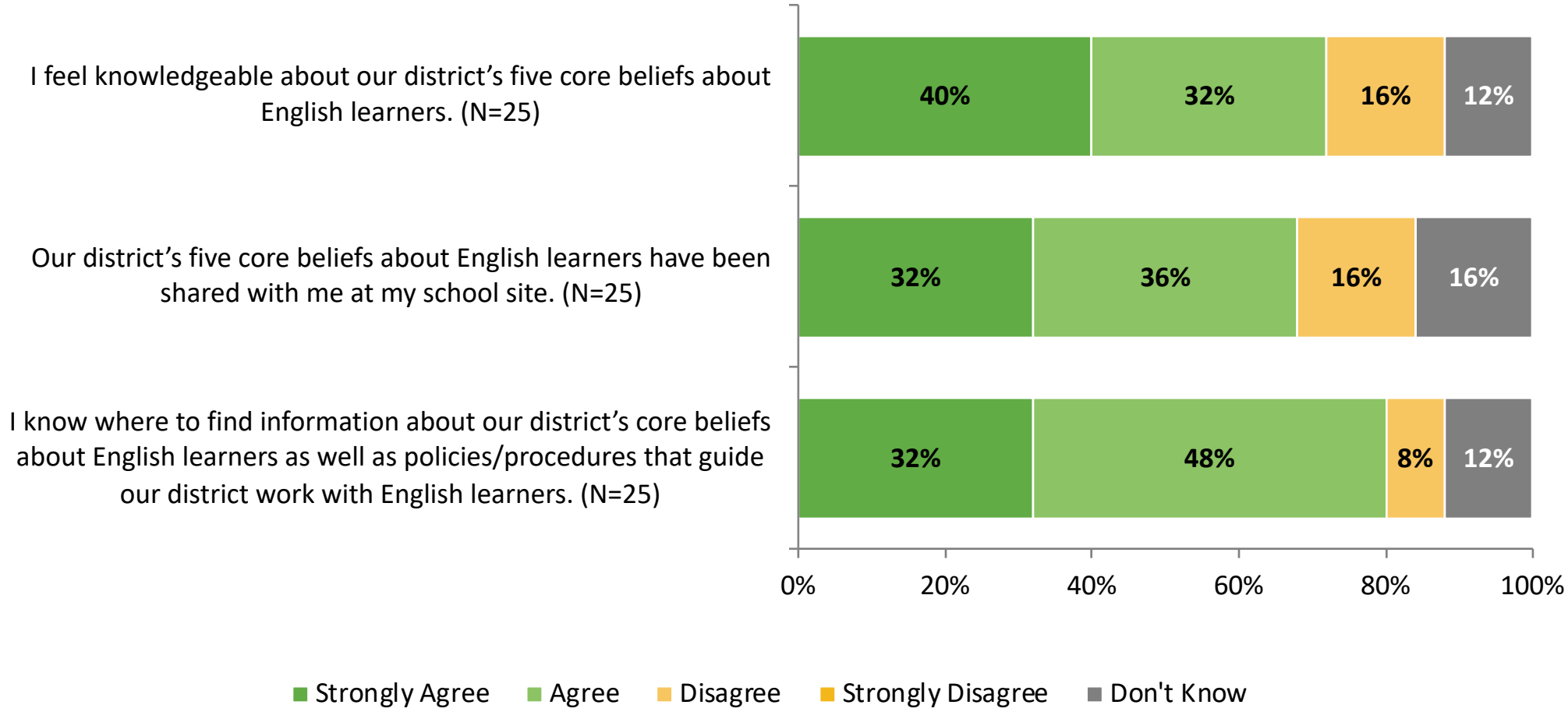

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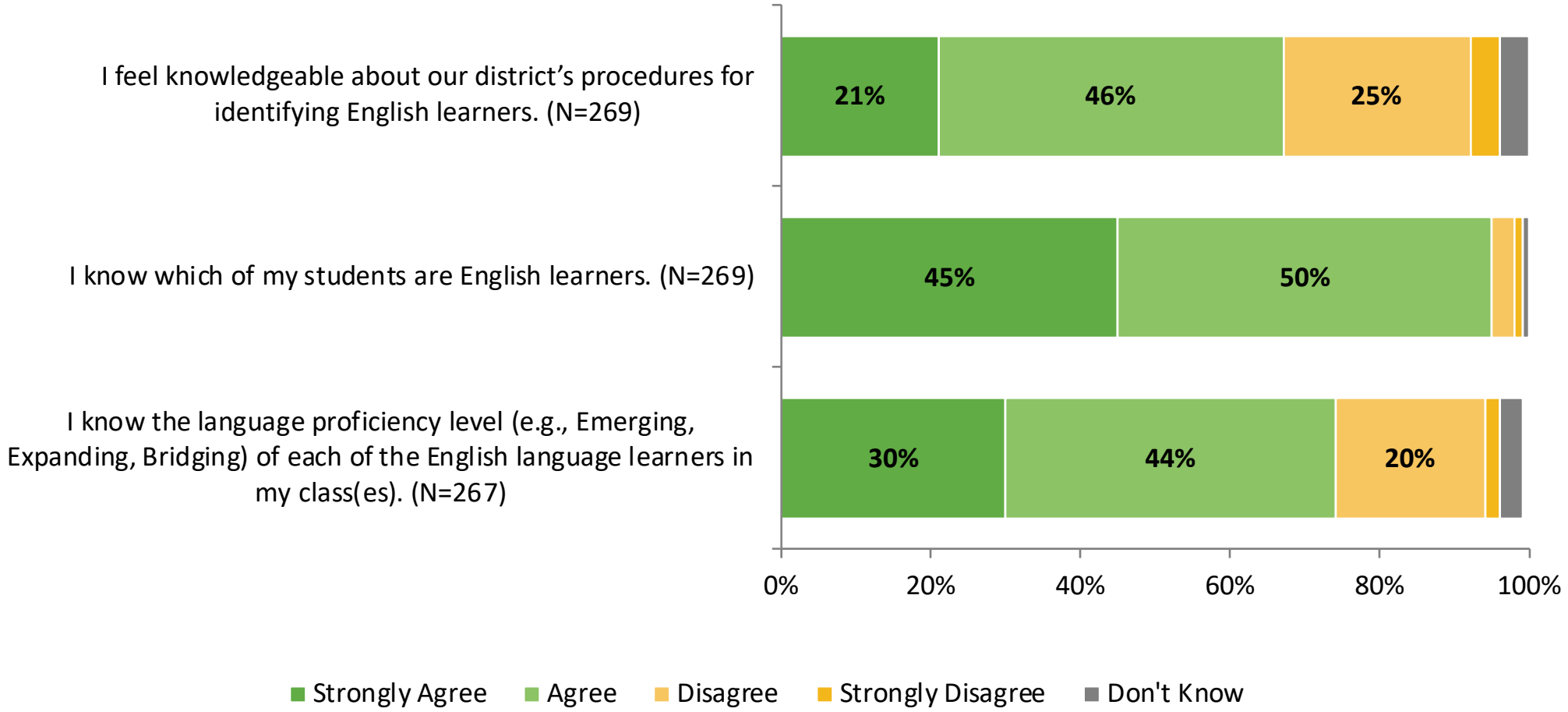
Identification of English Learners

How strongly do you disagree or agree with the following statements?



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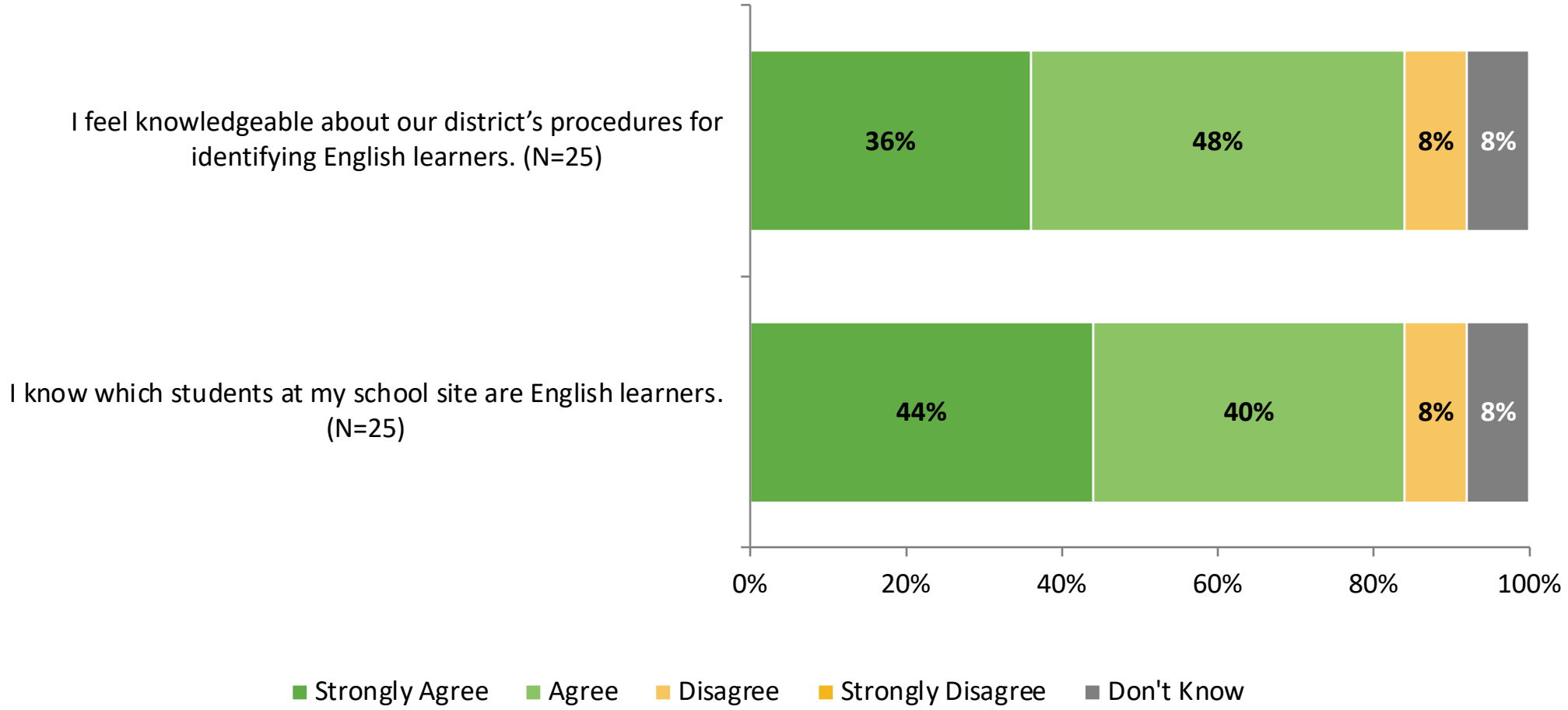

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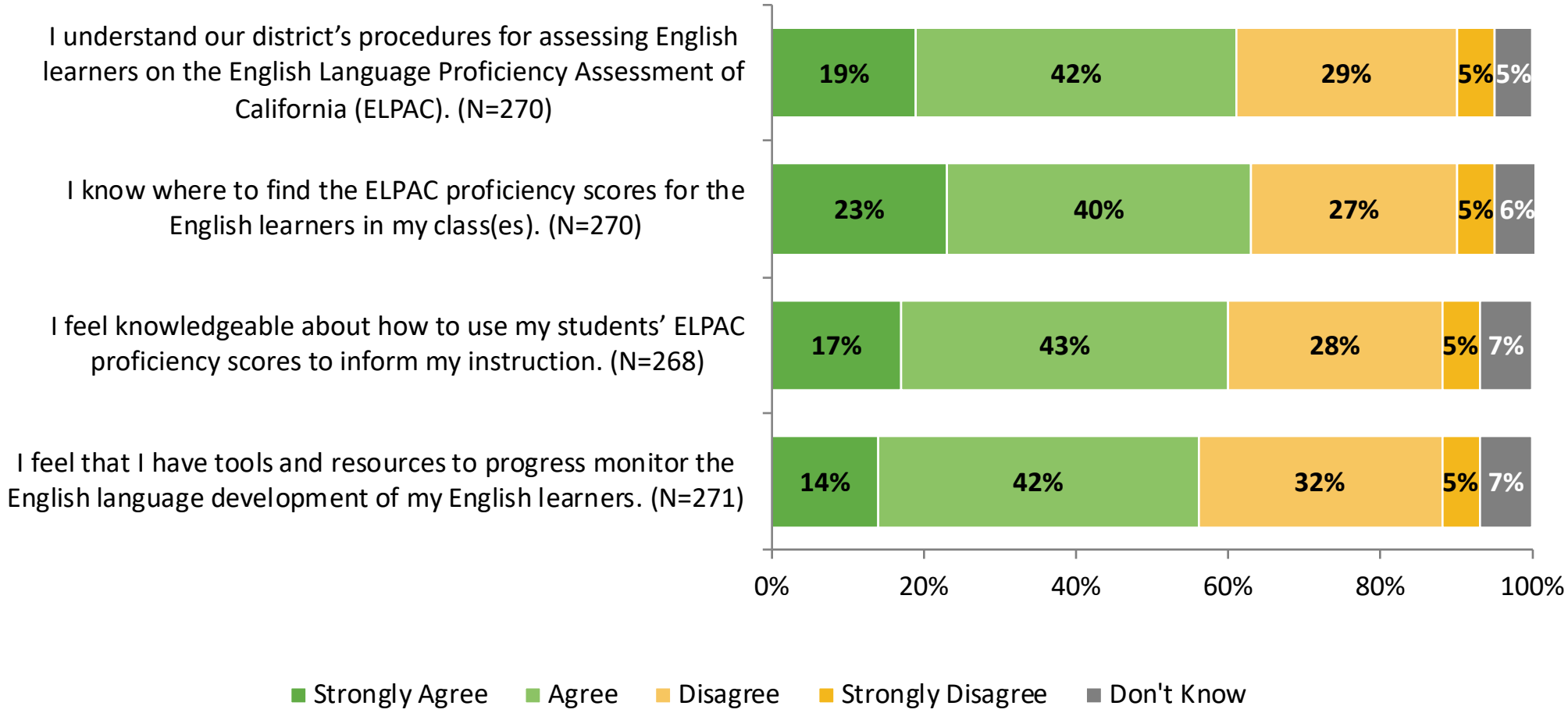
English Language Proficiency Assessment of California

How strongly do you disagree or agree with the following statements?



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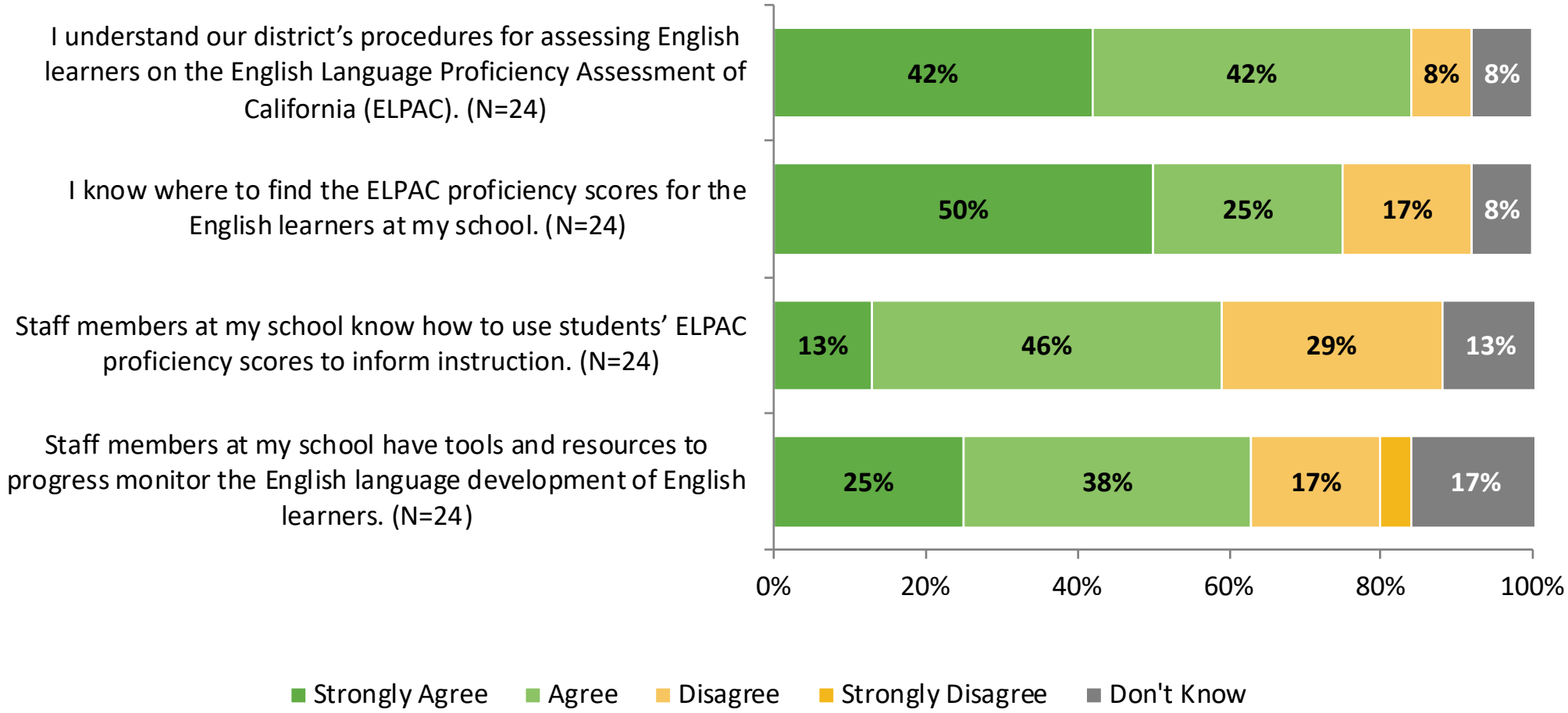
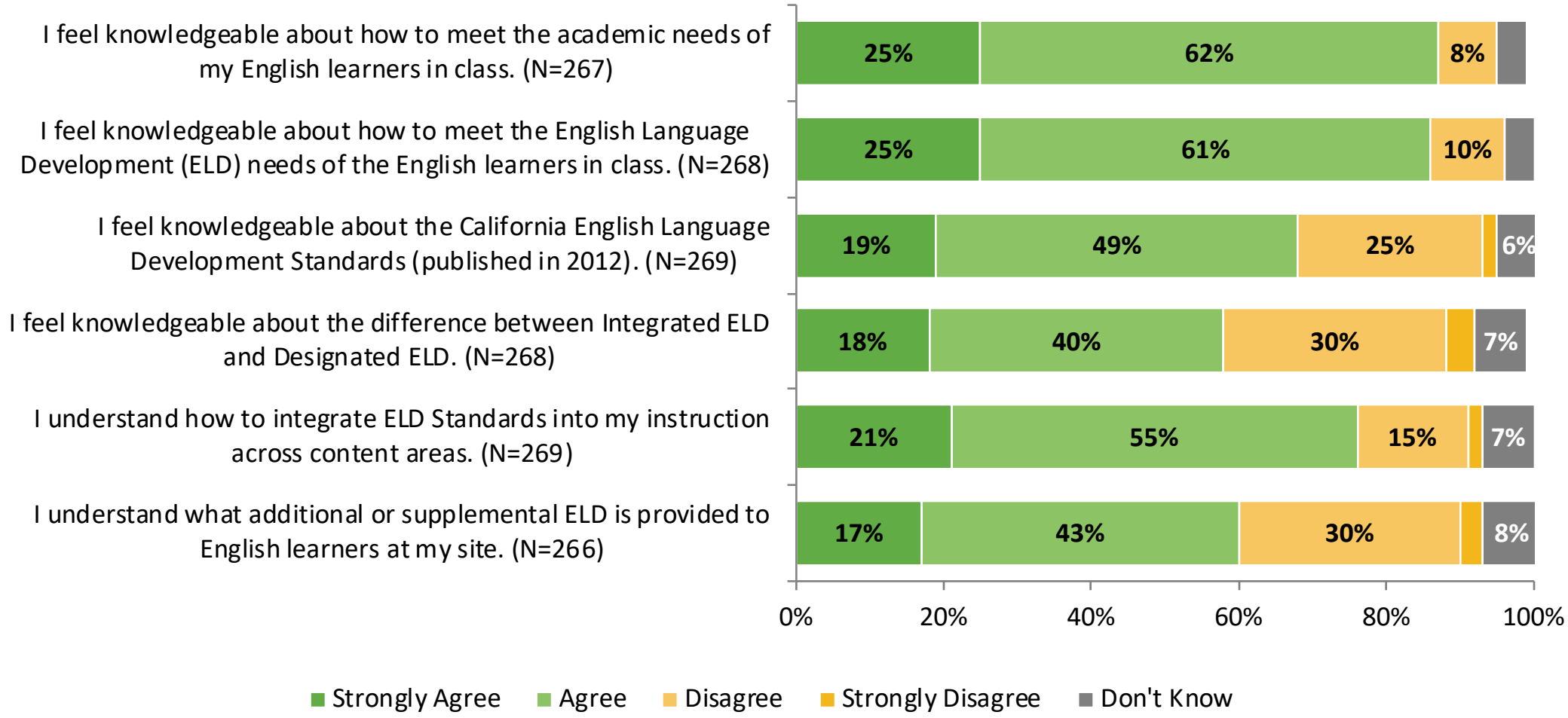


Note: Only participants who said they were an administrator answered these questions.

English Learner Needs

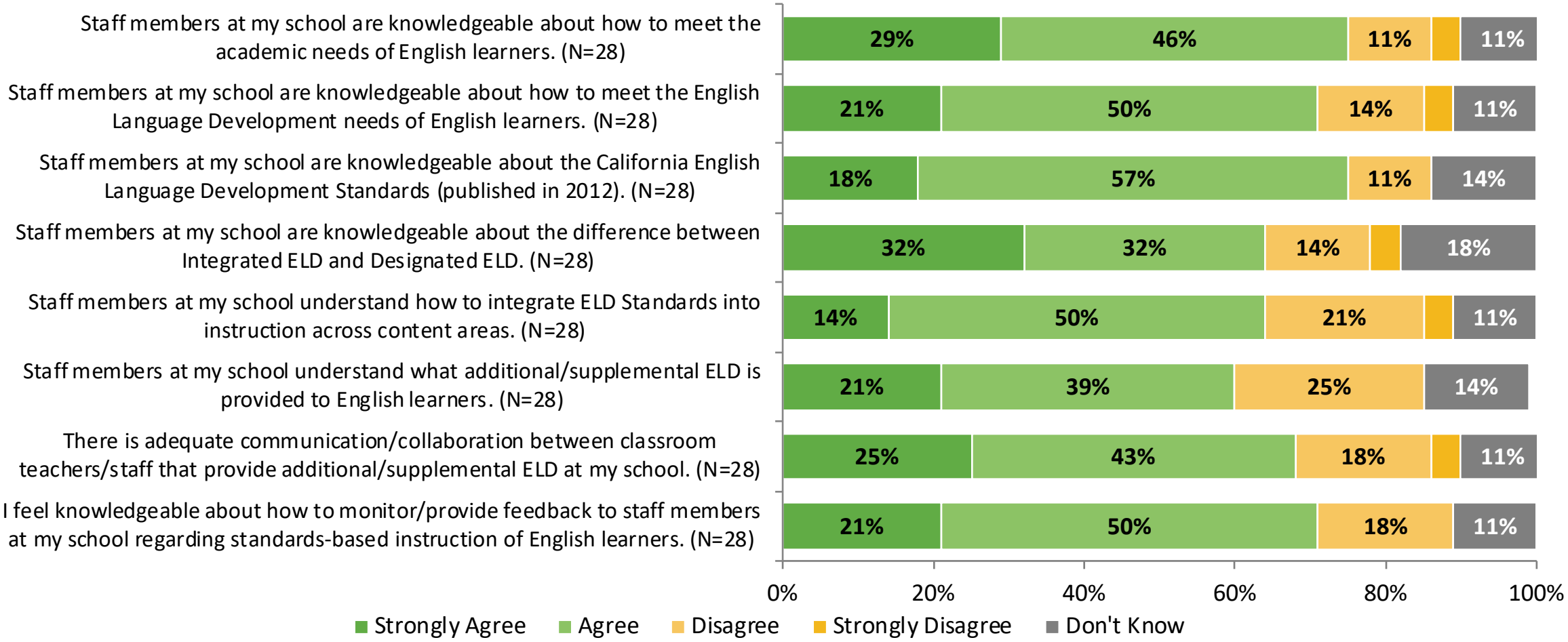
How strongly do you disagree or agree with the following statements?



Note: Only participants who said they were a teacher answered these questions.

English Learner Needs

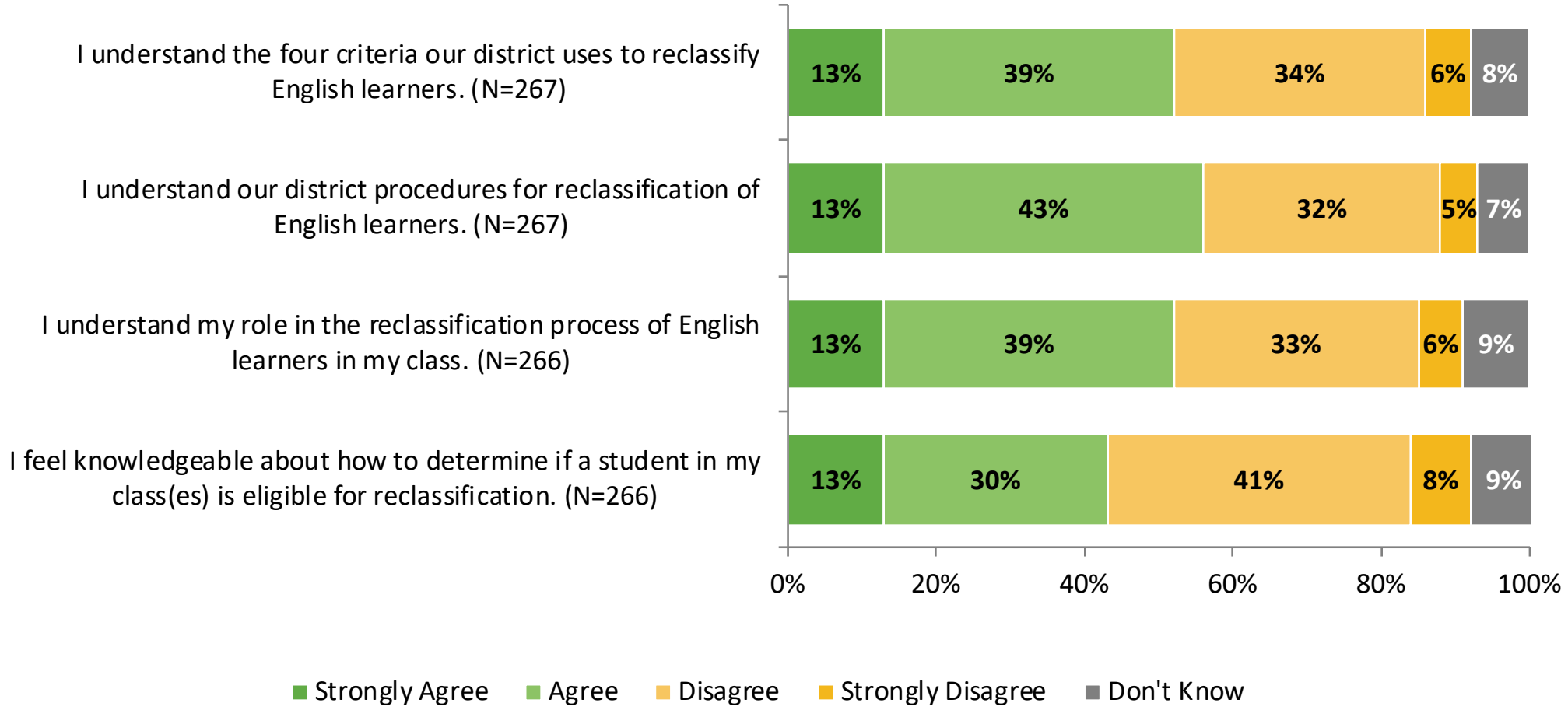
How strongly do you disagree or agree with the following statements?



Note: Only participants who said they were an administrator answered these questions.

Reclassification of English Learners

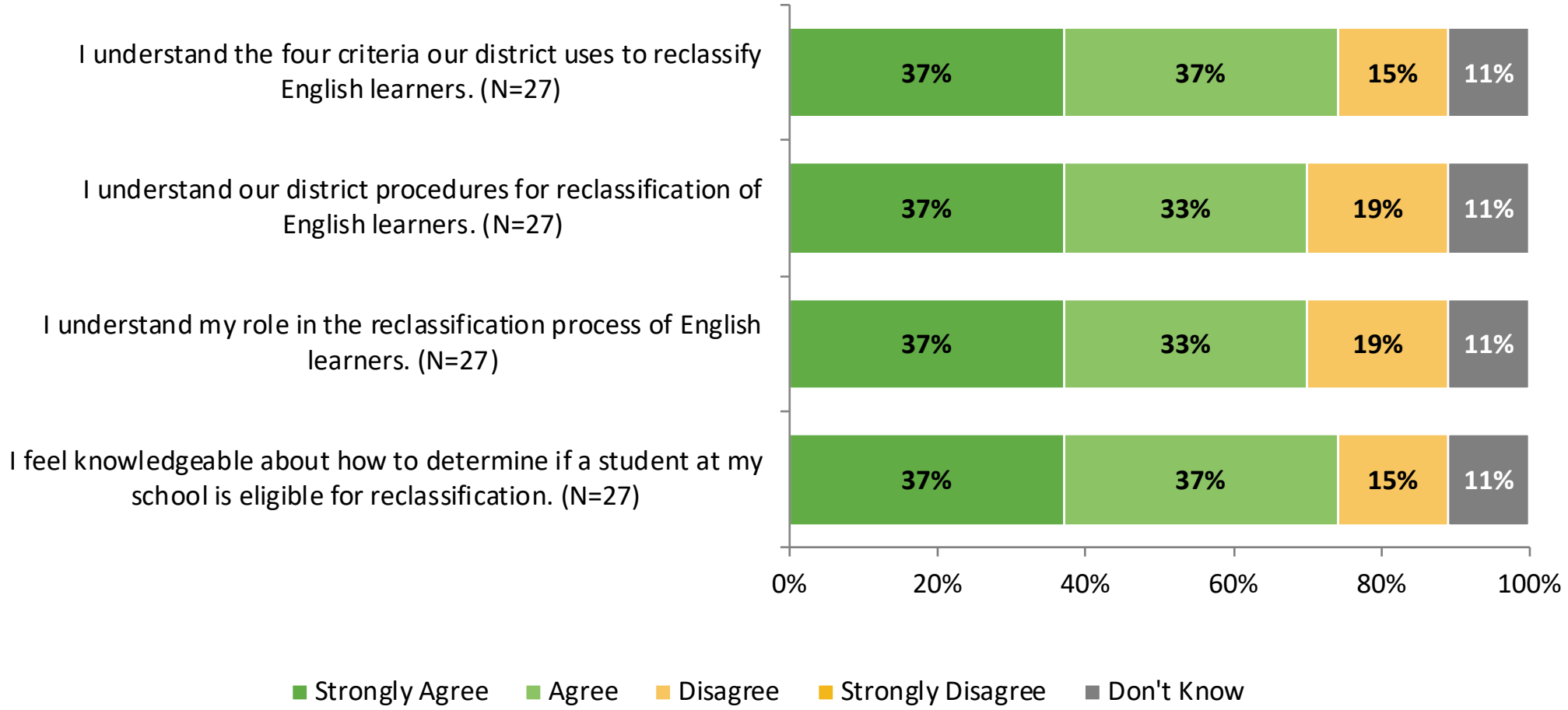
How strongly do you disagree or agree with the following statements?



Note: Only participants who said they were a teacher answered these questions.

Reclassification of English Learners

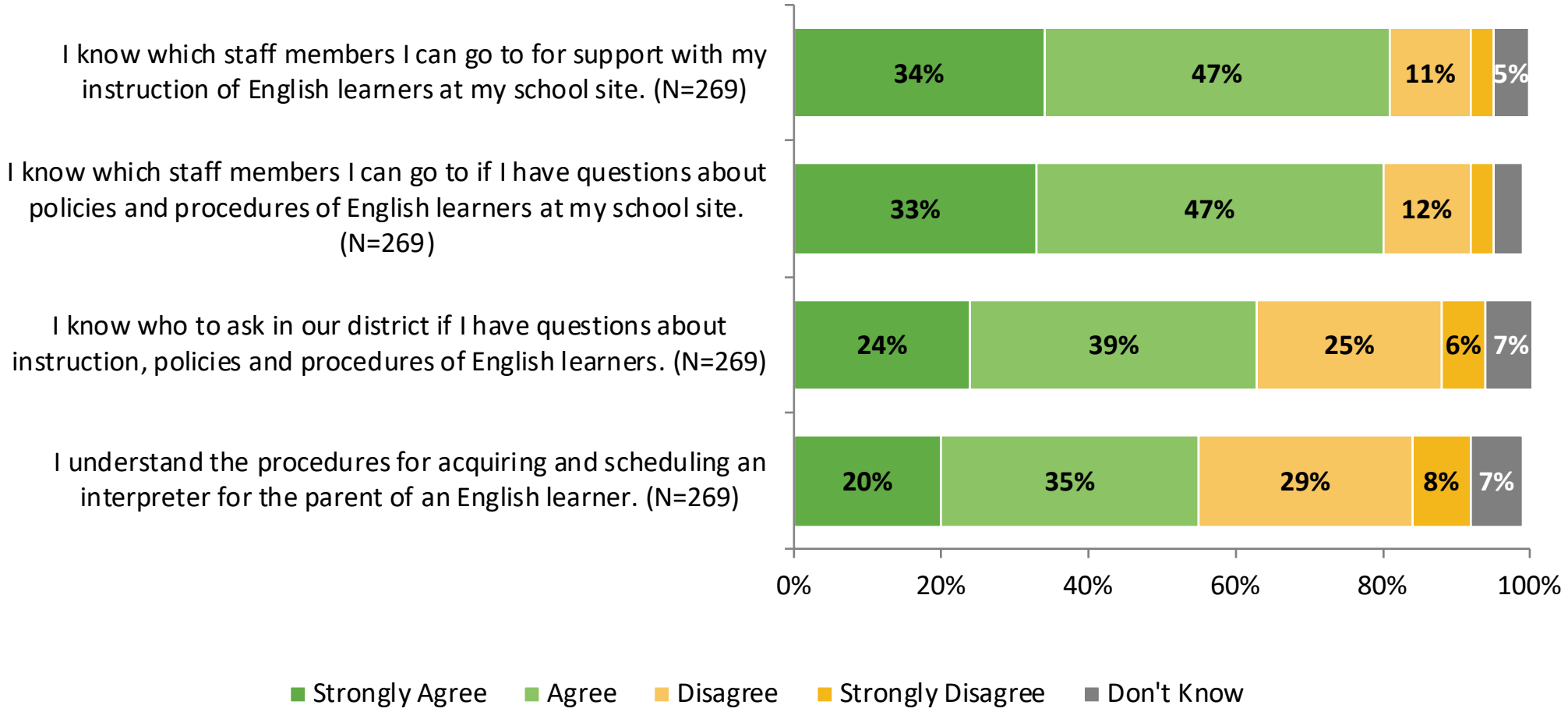
How strongly do you disagree or agree with the following statements?



Note: Only participants who said they were an administrator answered these questions.

Resources and Support

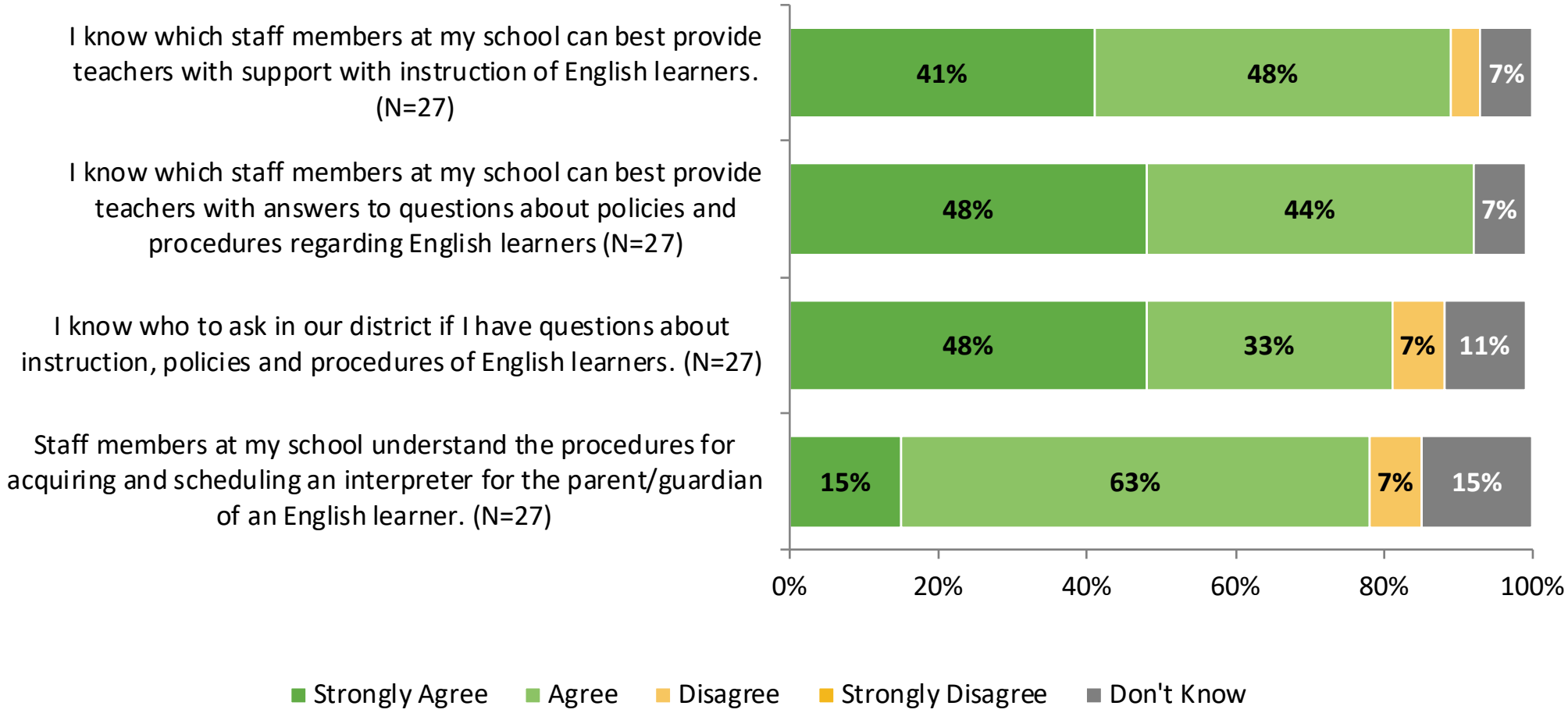
How strongly do you disagree or agree with the following statements?



Note: Only participants who said they were a teacher answered these questions.

Resources and Support

How strongly do you disagree or agree with the following statements?

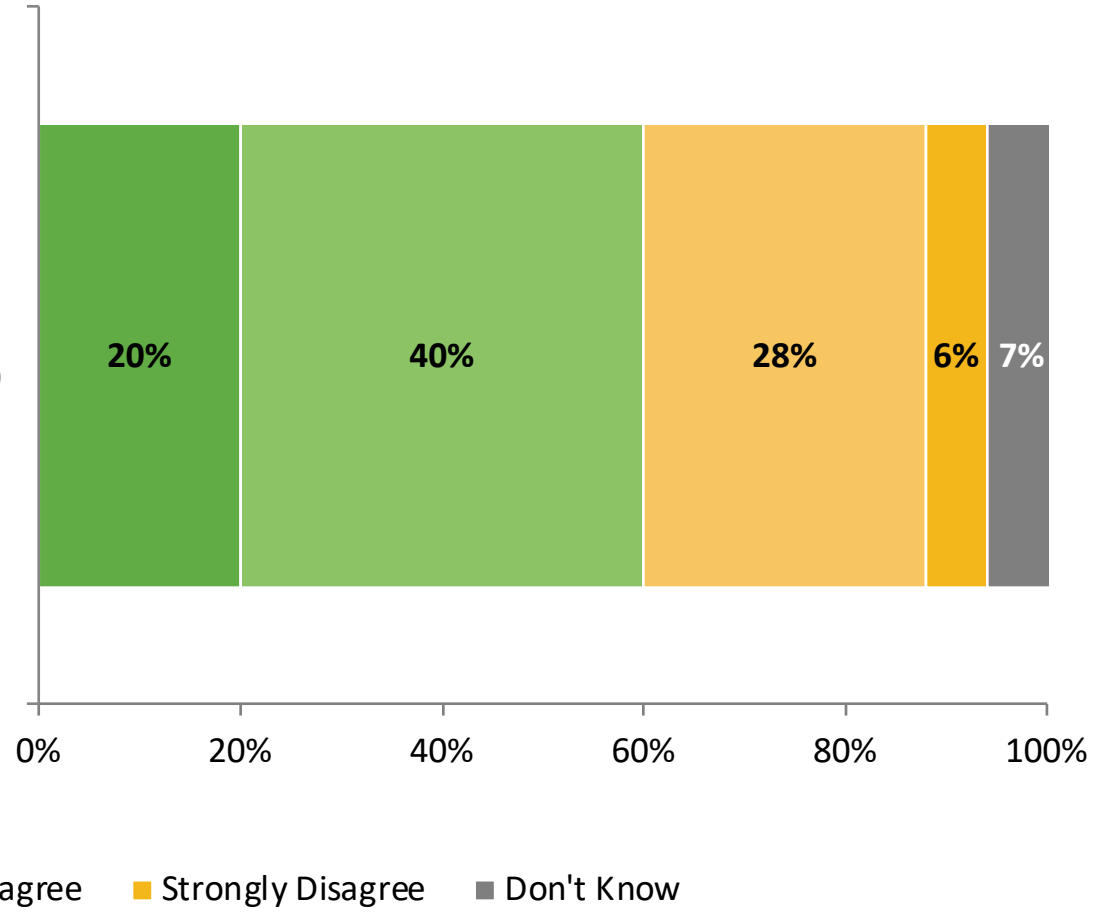


Note: Only participants who said they were an administrator answered these questions.

Professional Learning Opportunities

Please rate your level of agreement with the following statement.

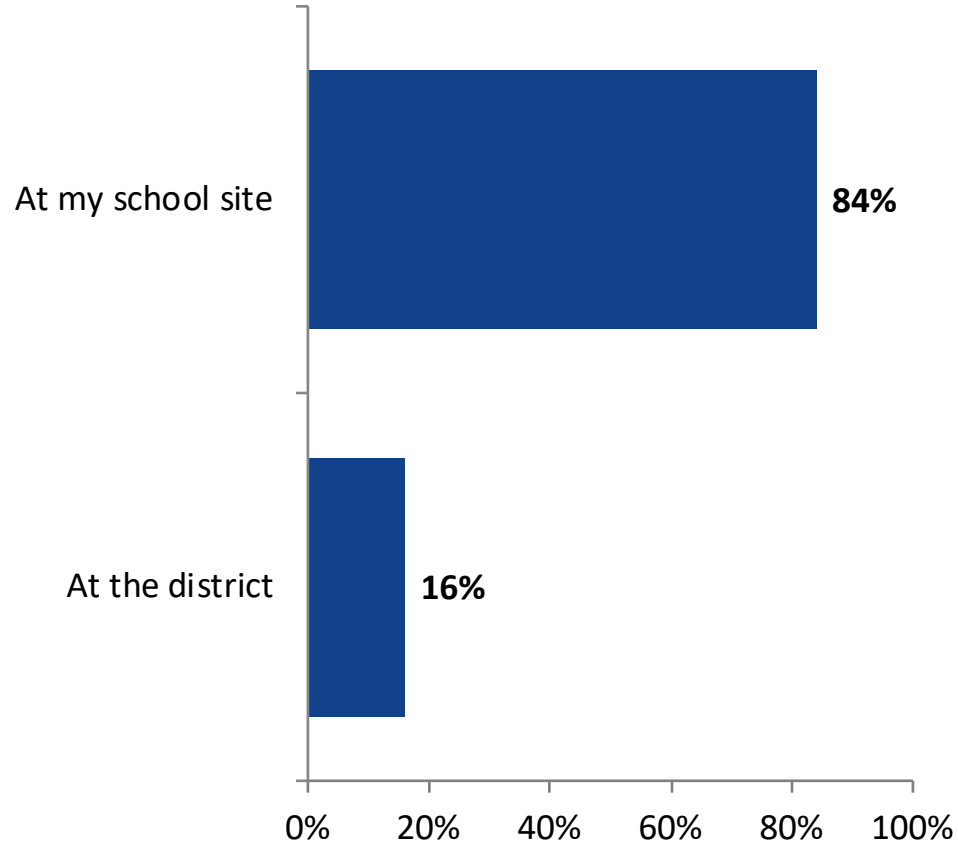
I have adequate opportunities to participate in professional learning to improve instruction for English learners. (N=268)



Note: Only participants who said they were a teacher answered this question.

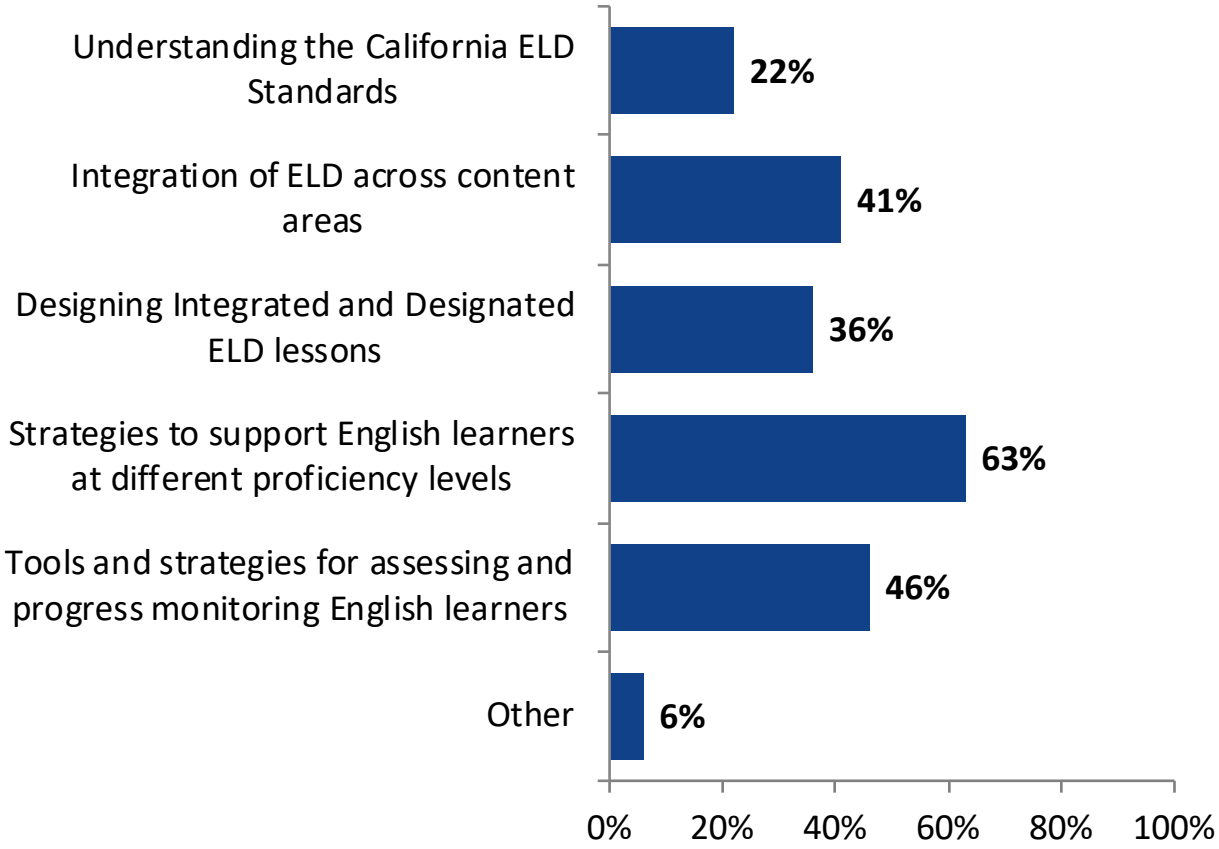
Professional Learning Opportunities (Continued)

If additional professional learning opportunities were offered, I would prefer to participate: (N=263)



Note: Only participants who said they were a teacher answered these questions.

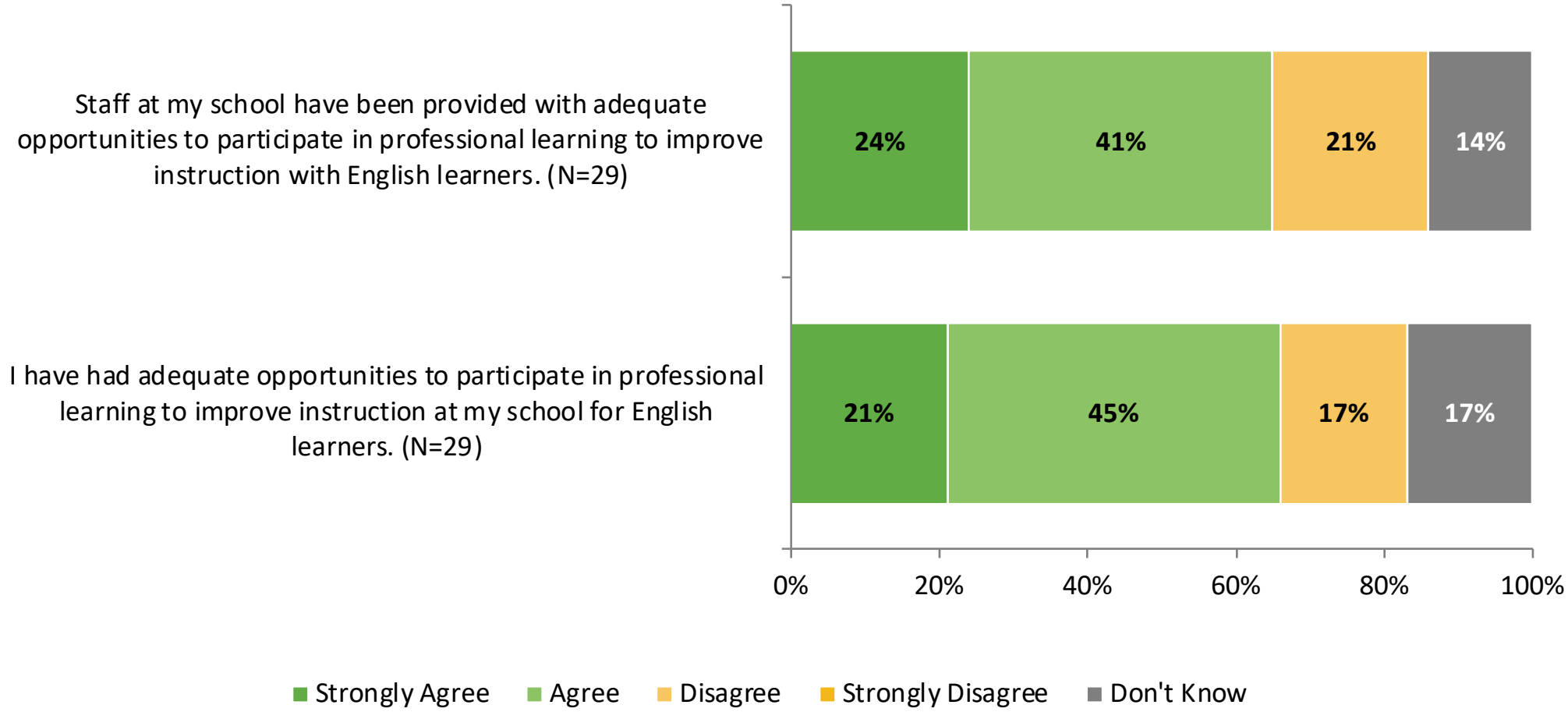
Which of the following professional learning opportunities would you find most valuable: (N=244)



Note: The sum may exceed 100 percent since participants could select more than one answer.

Professional Learning Opportunities

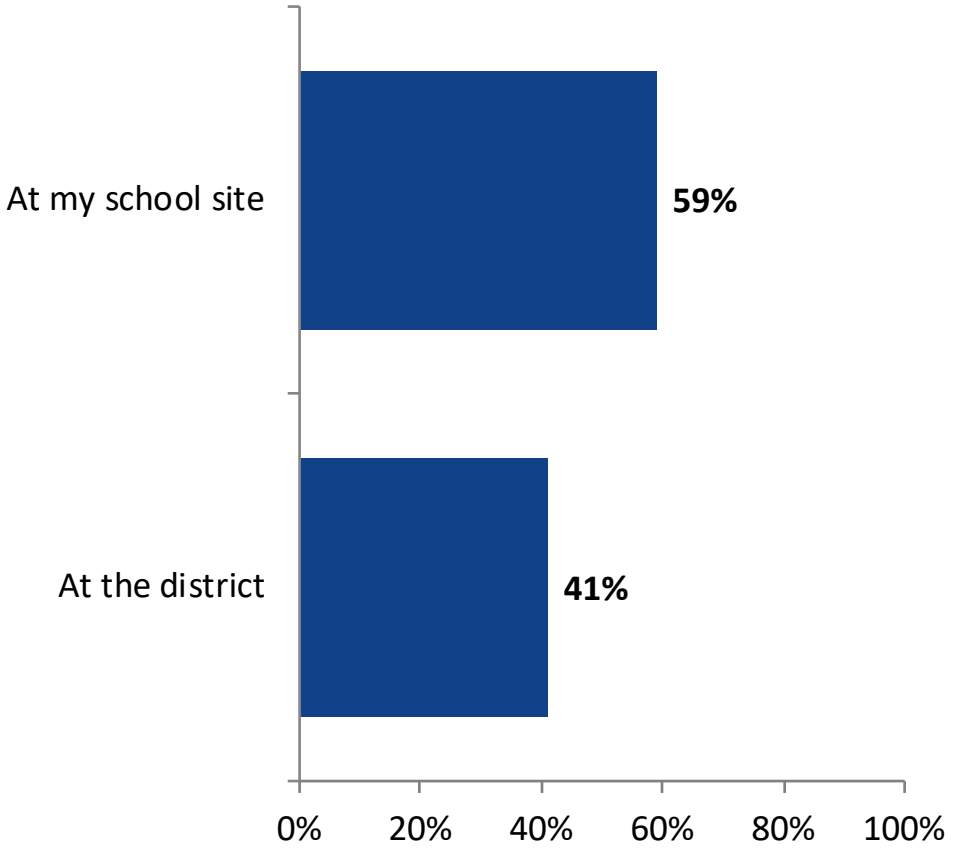
How strongly do you disagree or agree with the following statements?



Note: Only participants who said they were an administrator answered these questions.

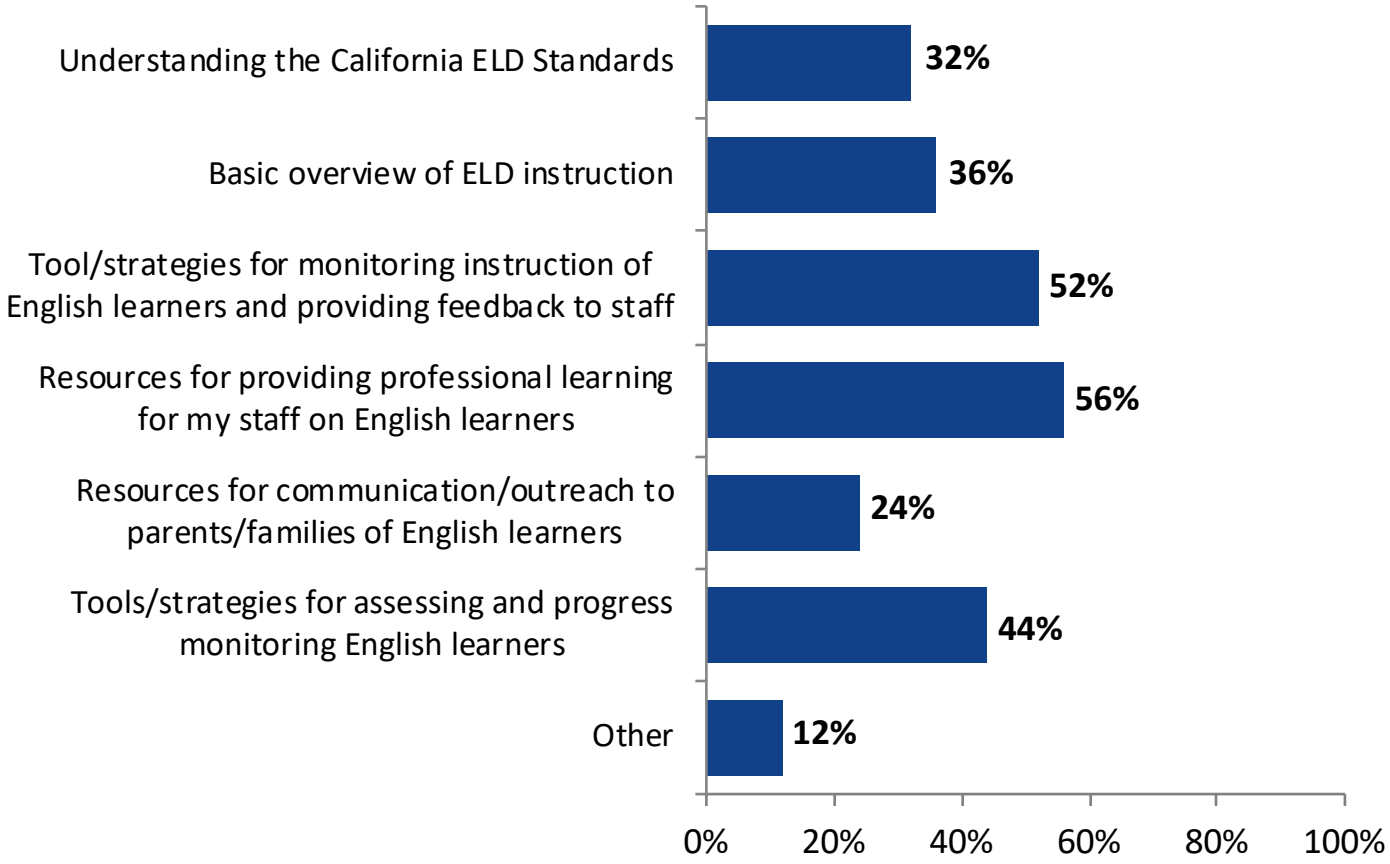
Professional Learning Opportunities (Continued)

If additional professional learning opportunities were offered, I would prefer to participate: (N=29)



Note: Only participants who said they were an administrator answered these questions.

Which of the following professional learning opportunities would you find most valuable: (N=25)

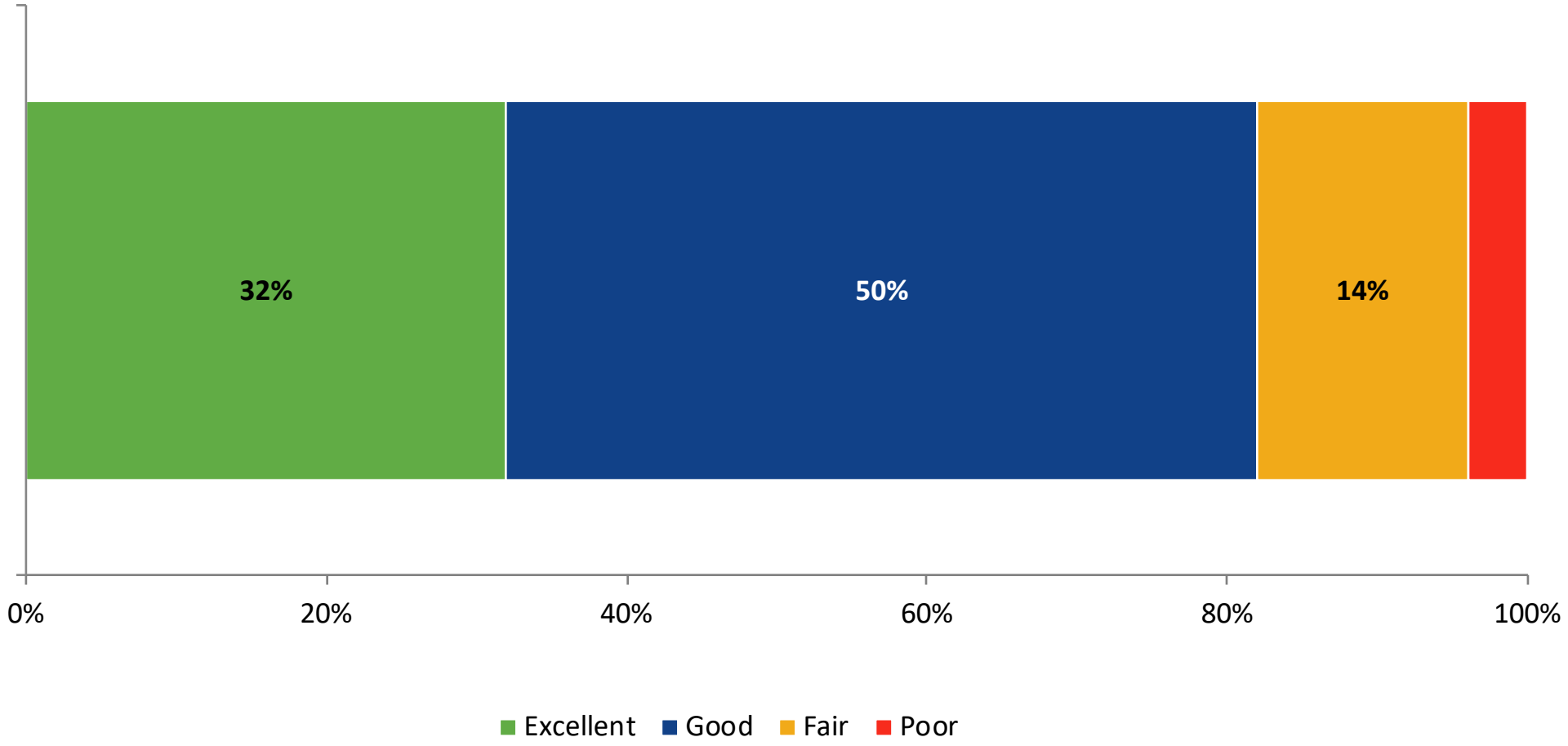


Note: The sum may exceed 100 percent since participants could select more than one answer.

School Climate Questions

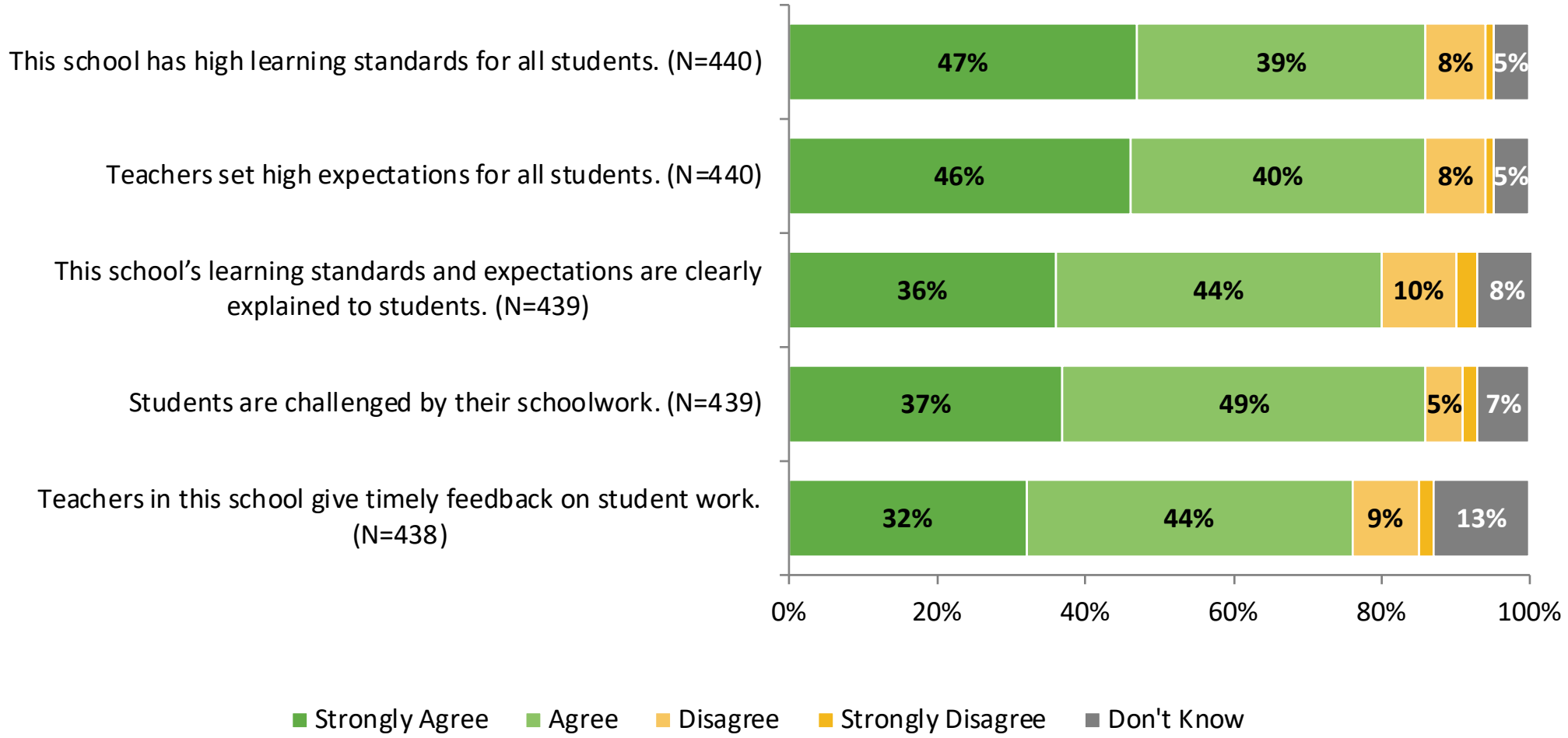
Overall School Quality

How would you rate the overall quality of your school? (N=441)



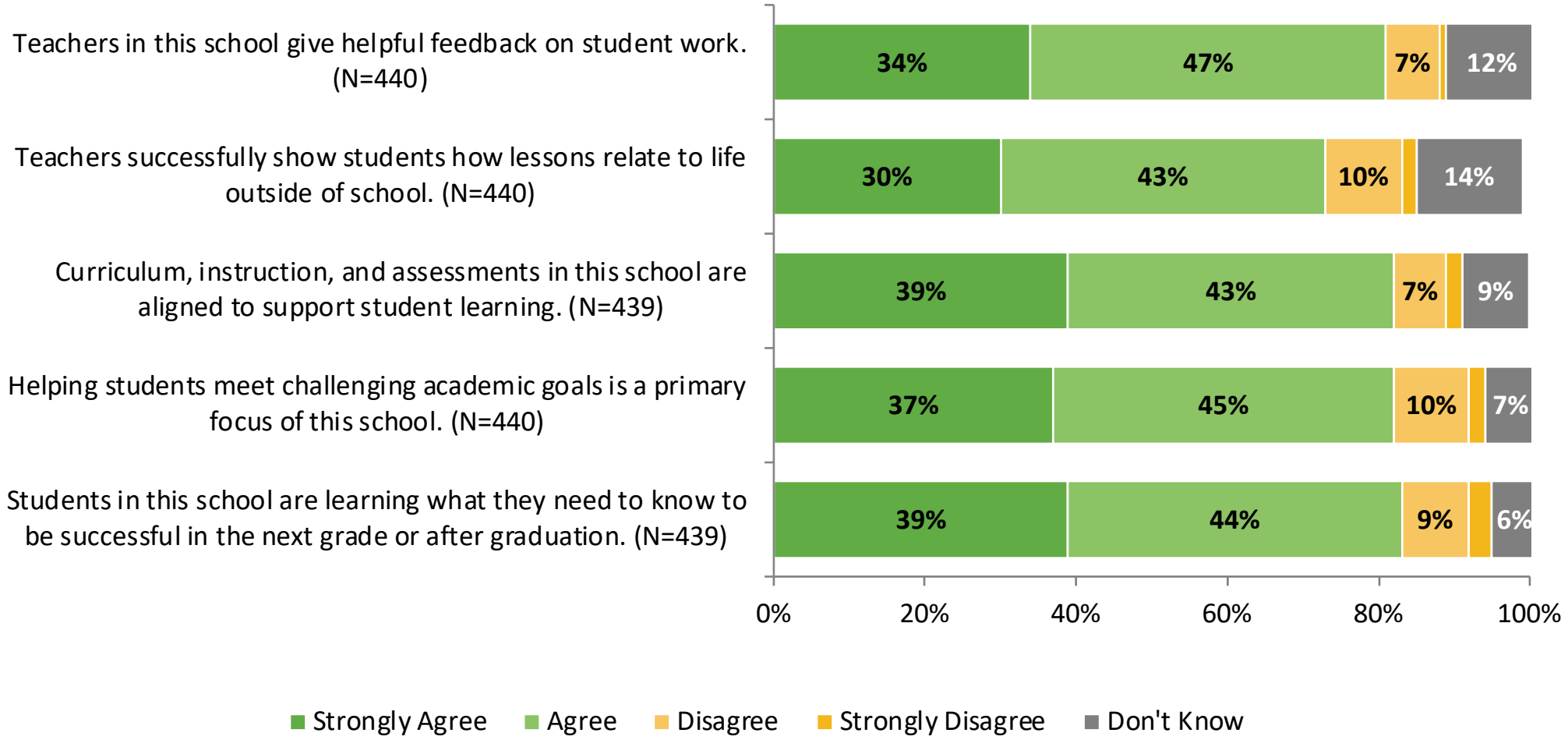
Academic Support

How strongly do you disagree or agree with the following statements?



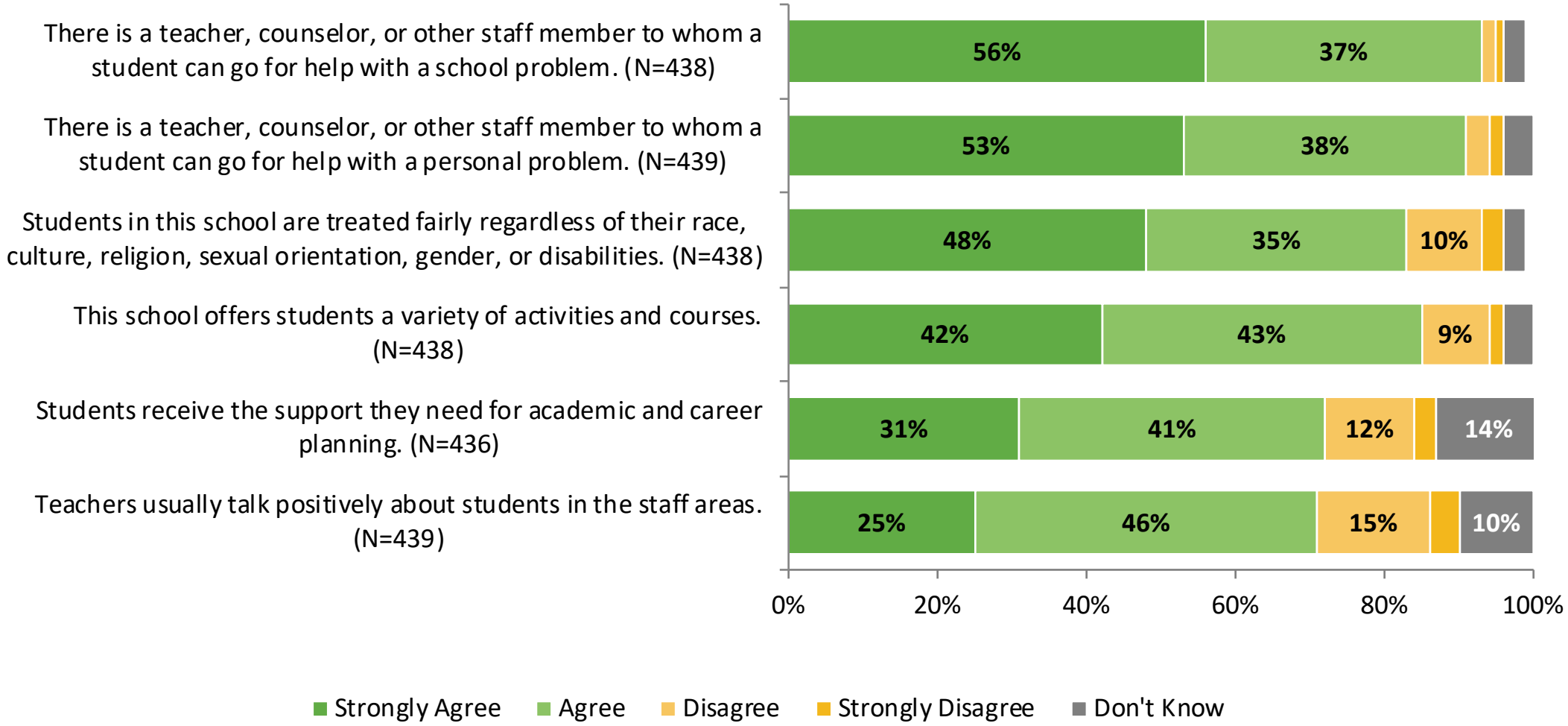
Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



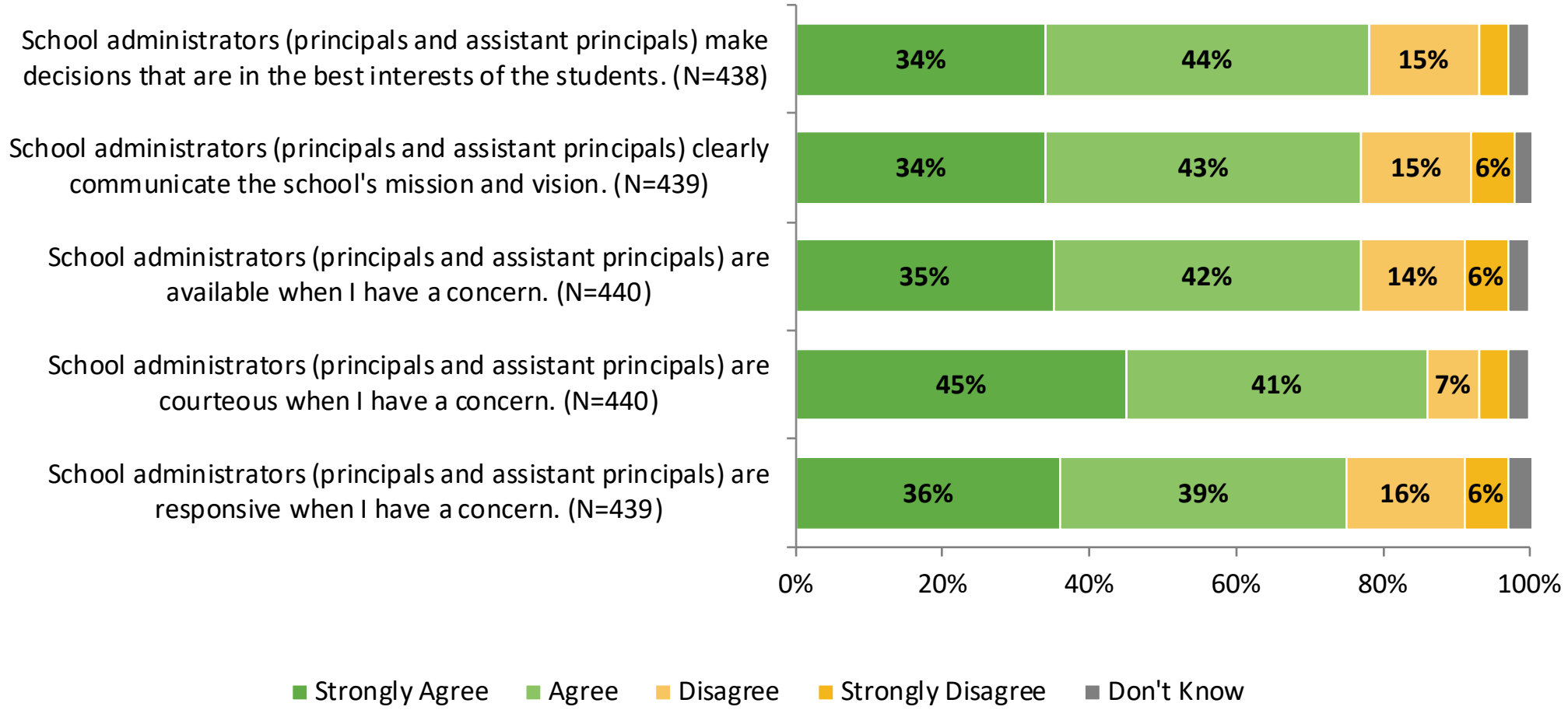
Student Support

How strongly do you disagree or agree with the following statements?



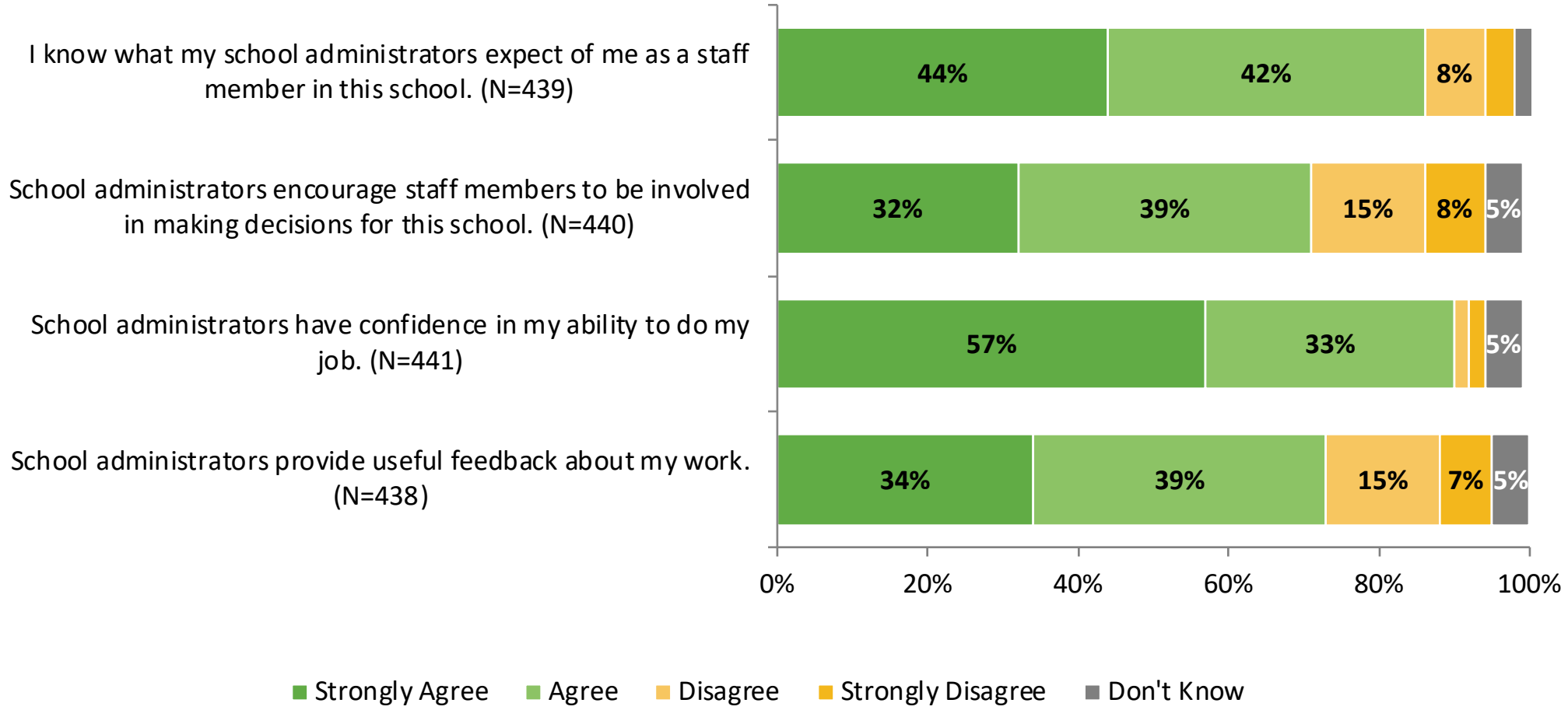
School Leadership

How strongly do you disagree or agree with the following statements?



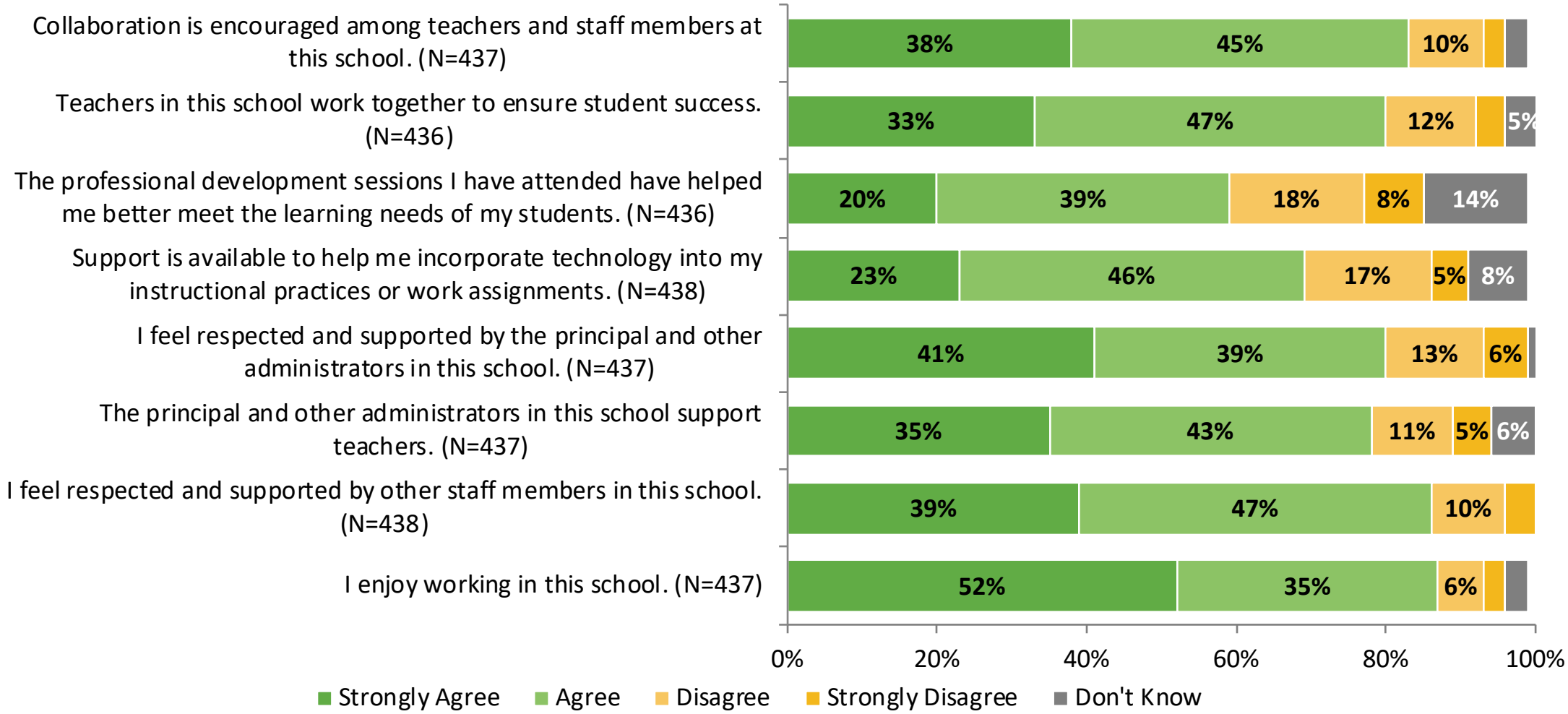
School Leadership (Continued)

How strongly do you disagree or agree with the following statements?



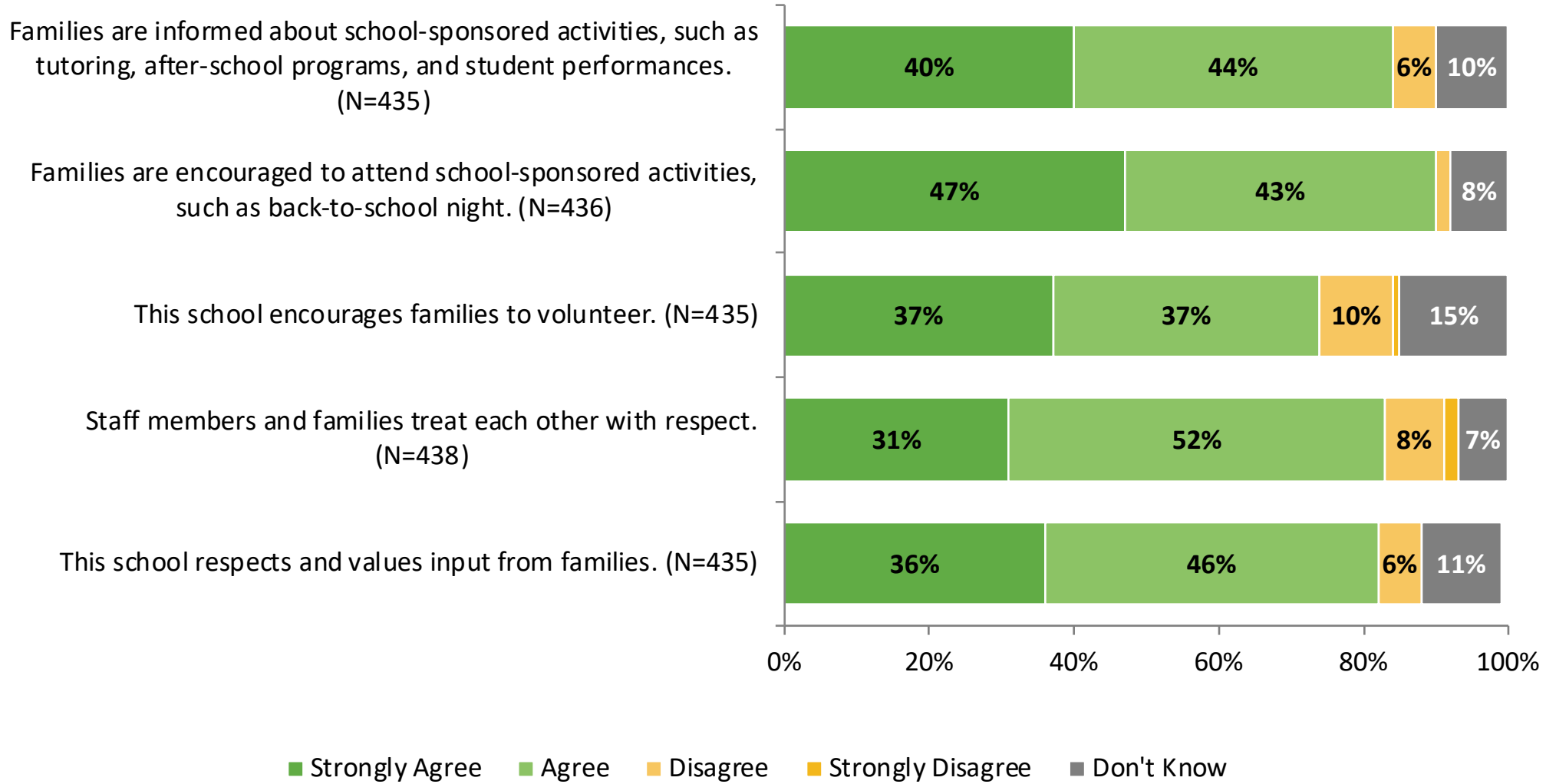
Faculty Relations and Support

How strongly do you disagree or agree with the following statements?



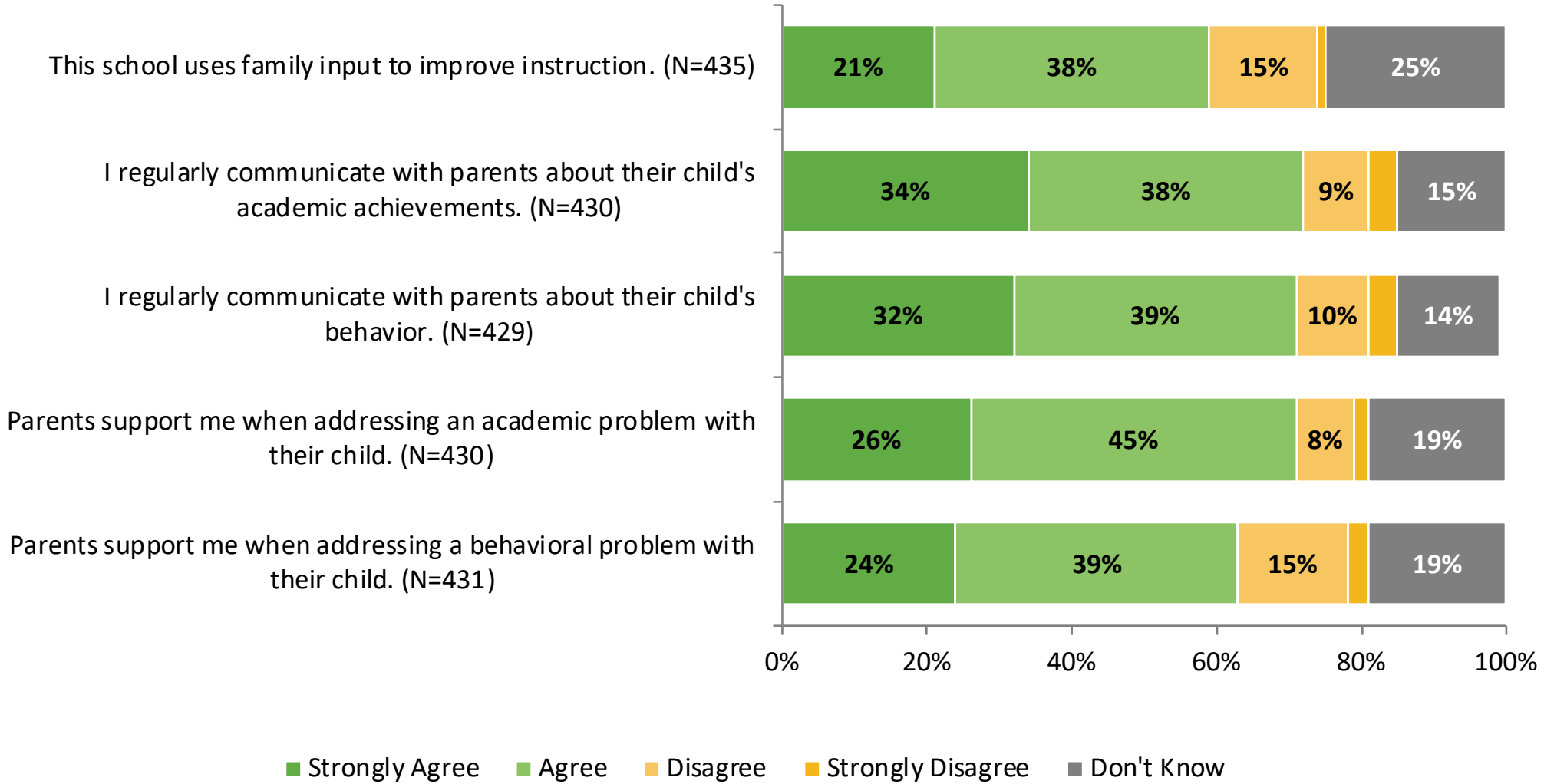
Family Involvement

How strongly do you disagree or agree with the following statements?



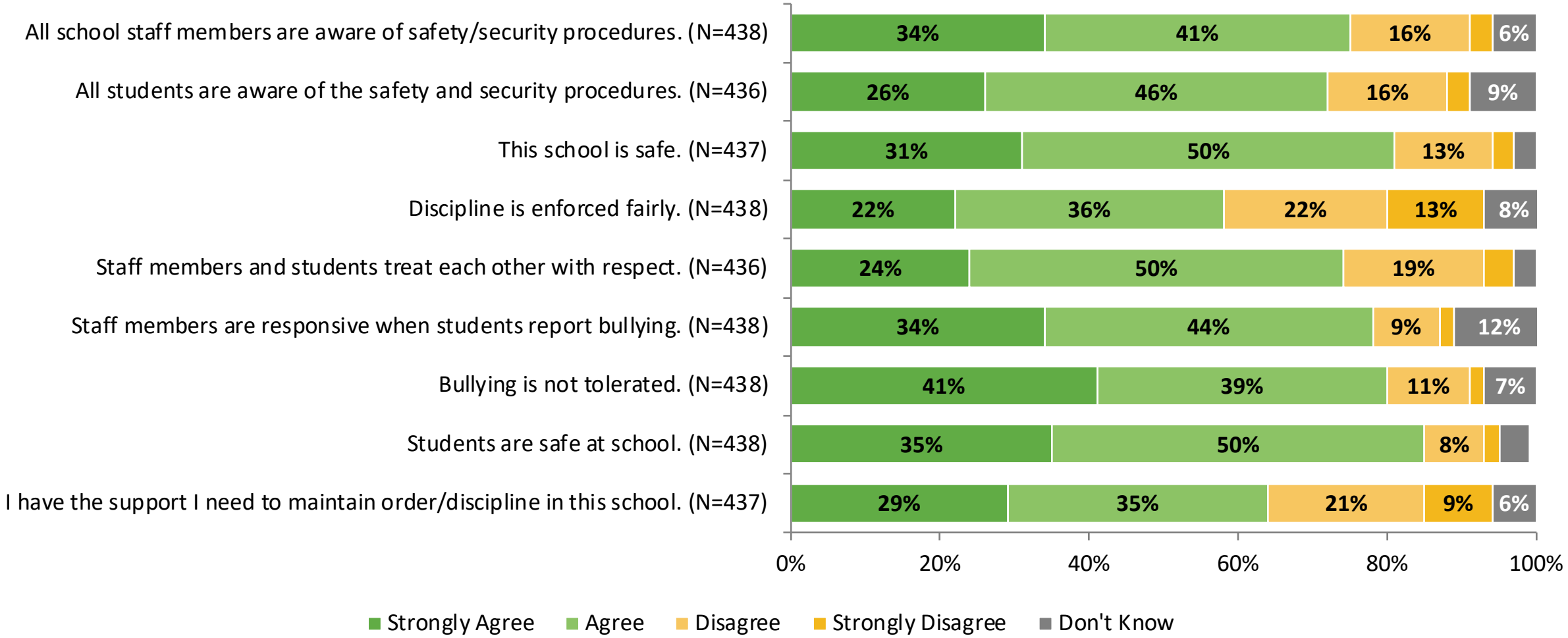
Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?



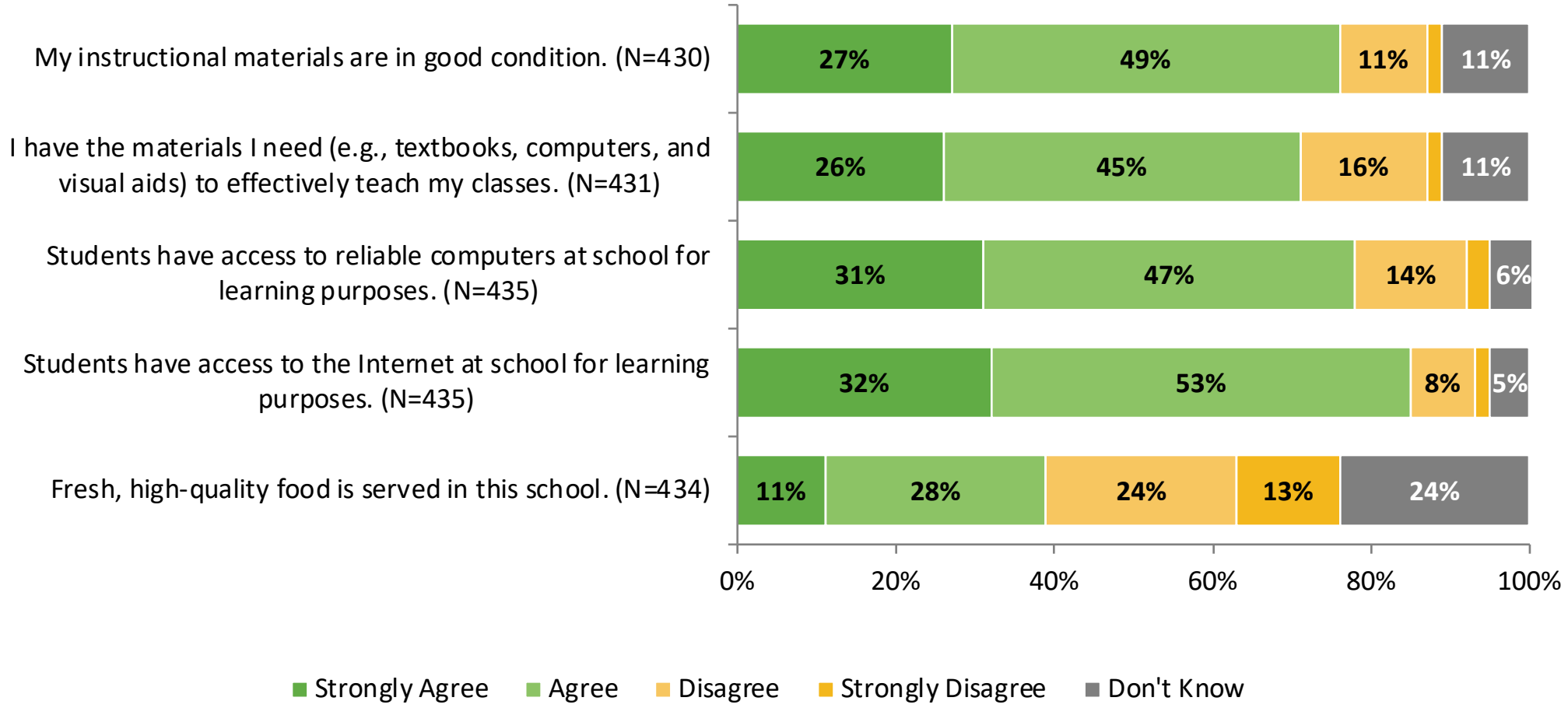
Safety and Behavior

How strongly do you disagree or agree with the following statements?



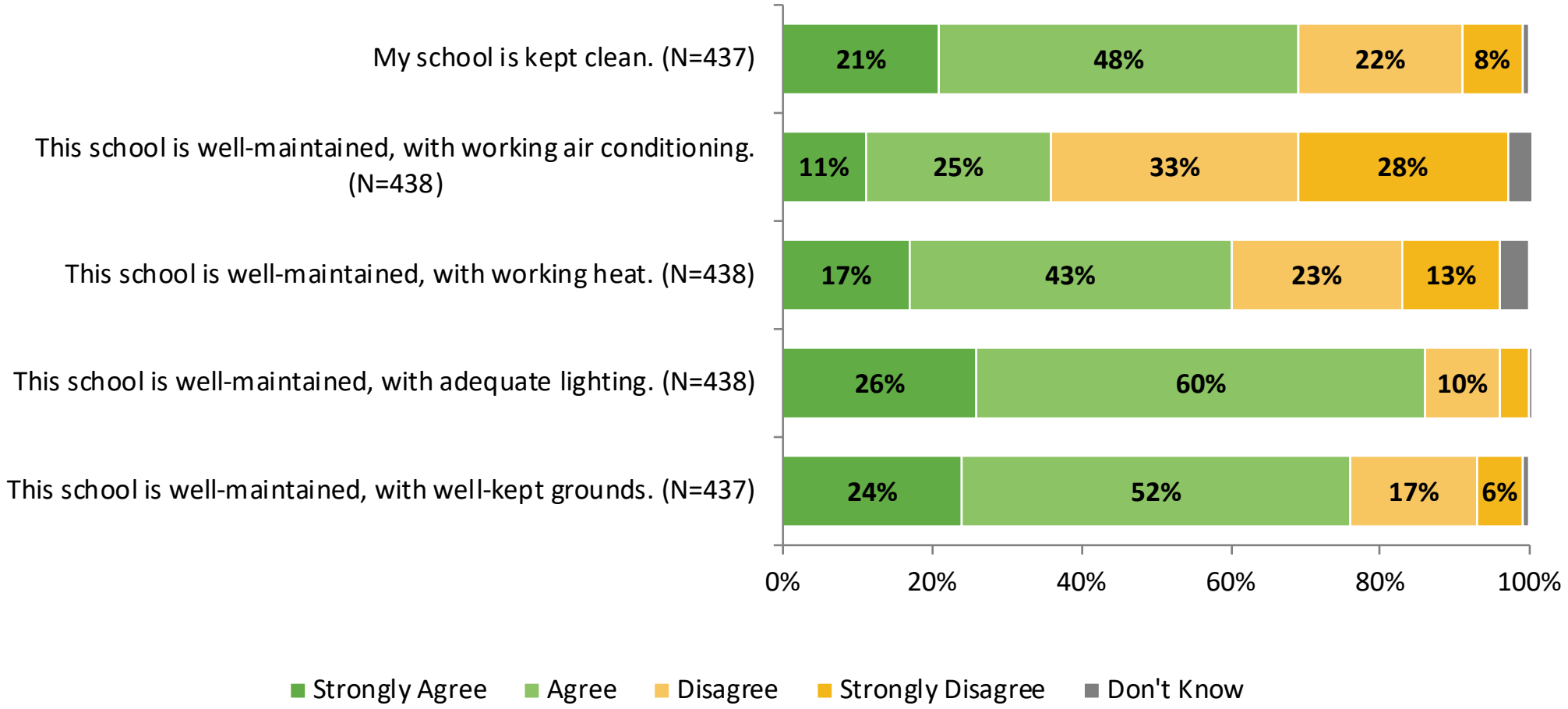
School Operations

How strongly do you disagree or agree with the following statements?



School Operations (Continued)

How strongly do you disagree or agree with the following statements?



Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	93%	Student Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	91%	Student Support
School administrators have confidence in my ability to do my job.	90%	School Leadership
Families are encouraged to attend school-sponsored activities, such as back-to-school night.	90%	Family Involvement
I enjoy working in this school.	87%	Faculty Relations and Support

Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Discipline is enforced fairly.	35%	Safety and Behavior
I have the support I need to maintain order and discipline in this school.	30%	Safety and Behavior
The professional development sessions I have attended have helped me better meet the learning needs of my students.	26%	Faculty Relations and Support
School administrators encourage staff members to be involved in making decisions for this school.	23%	School Leadership
Staff members and students treat each other with respect.	23%	Safety and Behavior