Santa Rosa City Schools Student Outcomes Data Review and Progress on De-Tracking

We need to create schools that are organized to meet the needs of the kids they serve instead of what we've been doing. We expect kids to adjust to the schools and if they can't, we say something is wrong with the child - instead of focusing on engagement and nurturing the love of learning in kids.

Pedro Noguera

Embrace ▢ Engage ▢ Empower

SRCS Vision Statement:

SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives

SRCS Mission Statement:

SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.
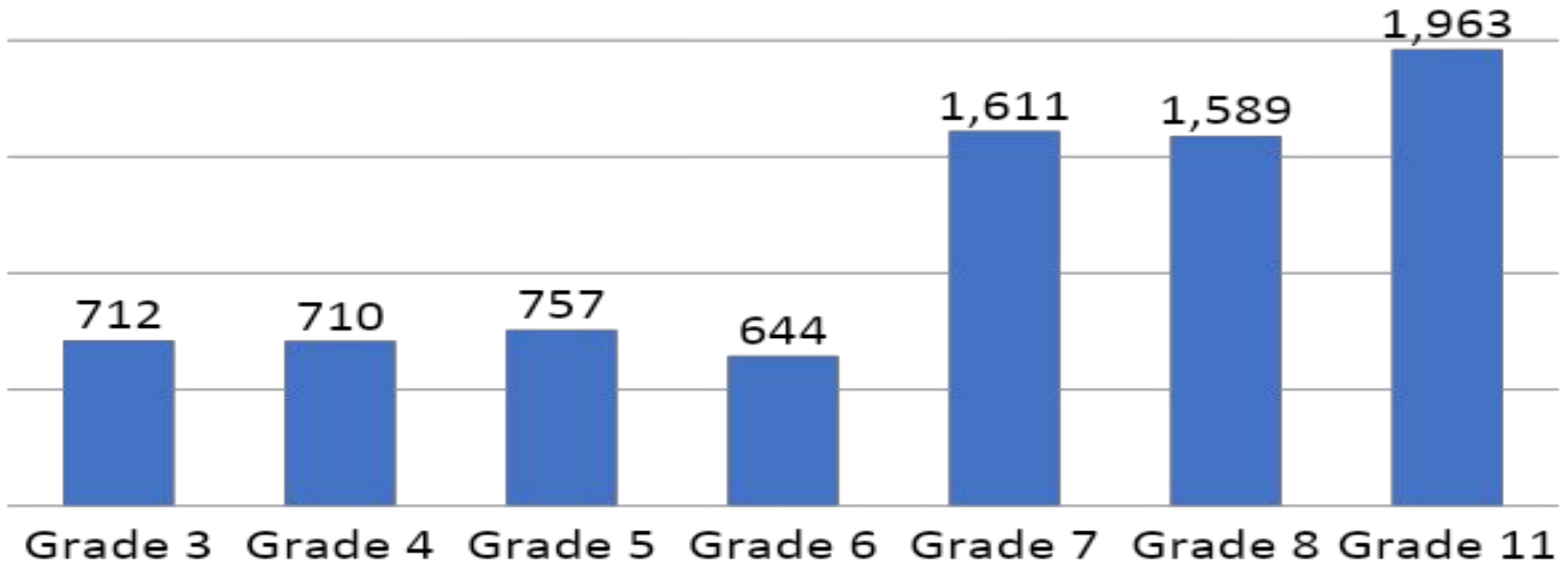
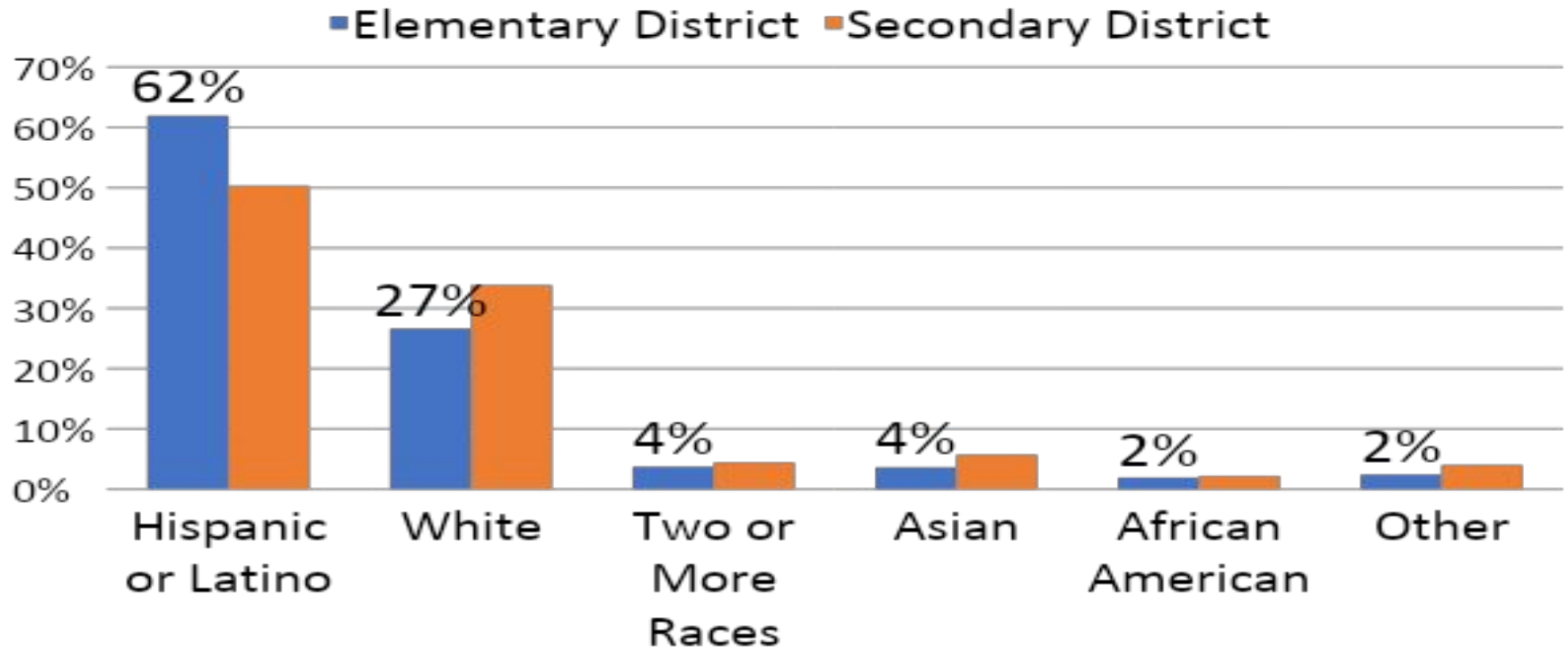# **Demographic snapshot**

Enrollment by grade level and race & ethnicity

Santa Rosa City Schools

2018-19

Enrollment, by selected grade, Santa Rosa City Schools, 2018-19

Grade	Enrollment
Grade 3	712
Grade 4	710
Grade 5	757
Grade 6	644
Grade 7	1,611
Grade 8	1,589
Grade 11	1,963

Race & ethnicity, all students, Santa Rosa City Schools, 2018-19

Elementary District ■ Secondary District

	Hispanic or Latino	White	Two or More Races	Asian	African American	Other
	62%	27%	4%	4%	2%	2%

Santa Rosa City Schools, 2018-19

- About half (53%) of students are socioeconomically disadvantaged
  - ~8,500 students

- 22% of students are English Learners
  - ~3,500 students

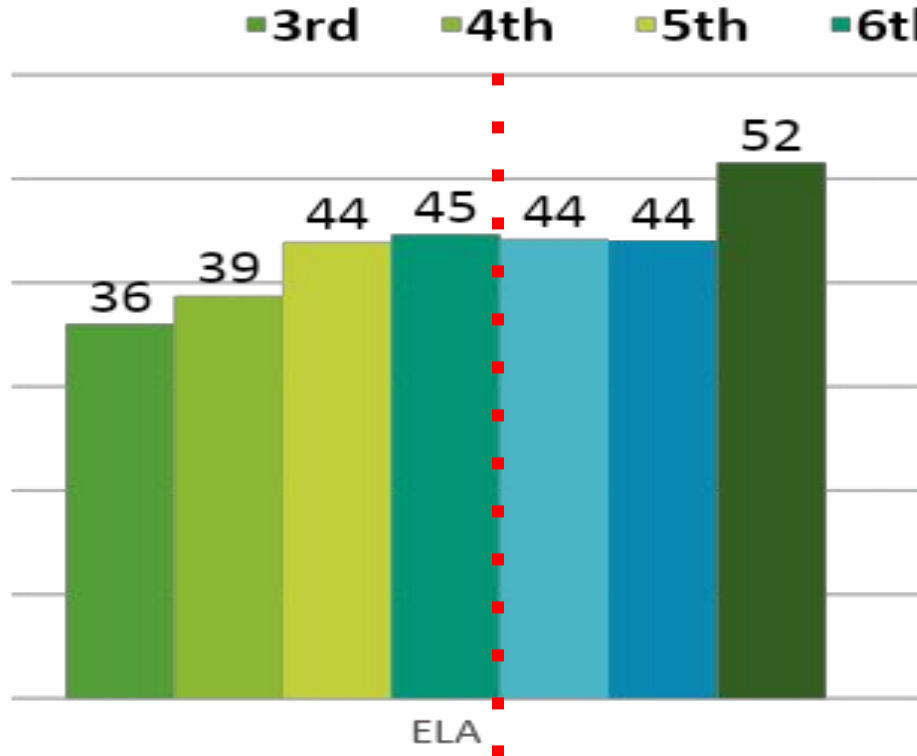- 13% are students with disabilities
  - ~2,100 students

CA Assessment of Student Performance and Progress (CAASPP) Results

Santa Rosa City Schools

2018-19

All grades

% of students meeting or exceeding ELA standards, SRCS, 2018-19

■3rd ■4th ■5th ■6th ■7th ■8th ■11th

- **Elementary school**
  - Each grade level performed better than the prior
  - 36% - 45% growth for 3-6th grades
- **Middle school**
  - 44% of students met or exceeded ELA standards
- **11th grade**
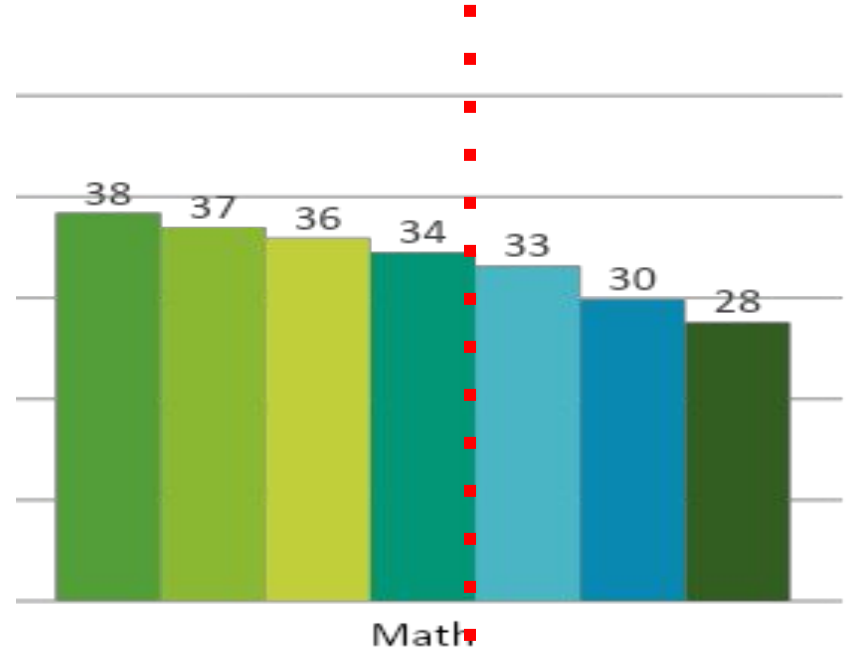 - Over half (52%) of students met or exceeded ELA standards

*7th and 8th grade data excludes 59 students in SR Elementary School District

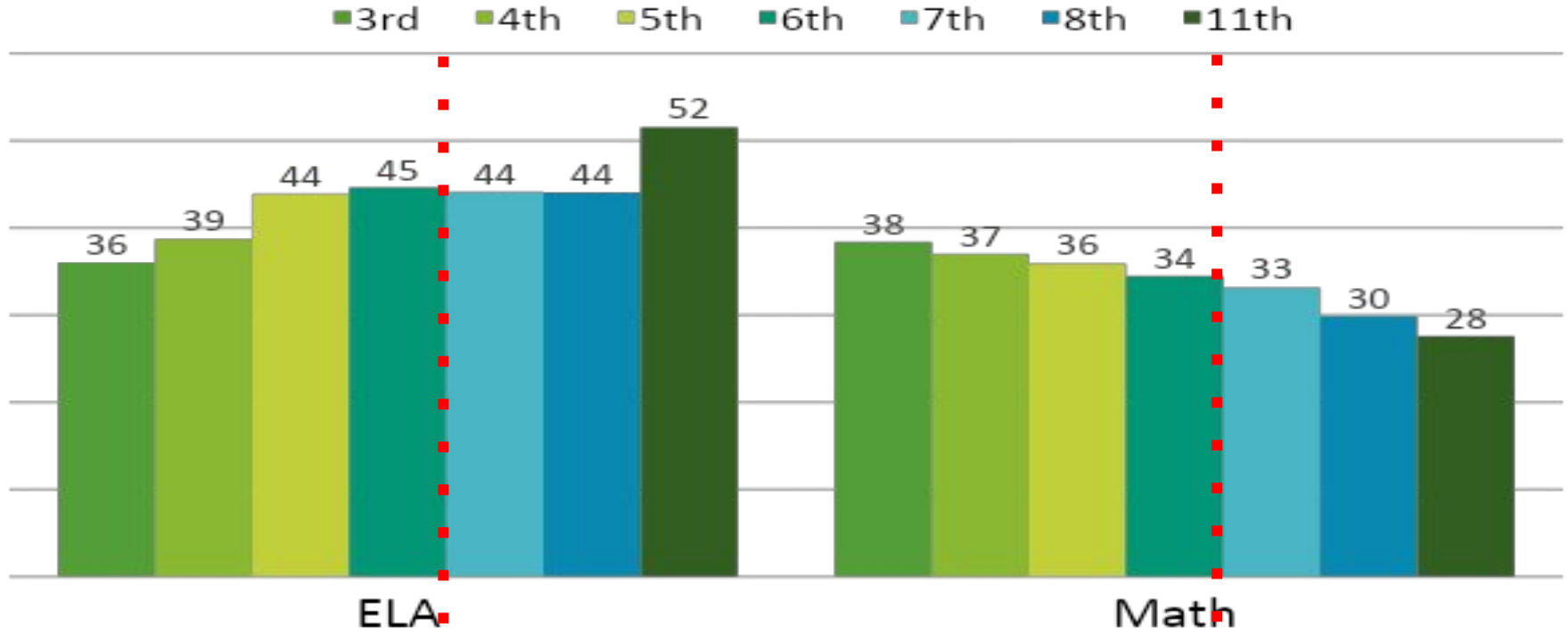# % of students meeting or exceeding Math standards, SRCS, 2018-19

■3rd ■4th ■5th ■6th ■7th ■8th ■11th

- **Elementary school**
  - Best performing grade levels (34-38%)

- **Middle school**
  - ~1 in 3 students met or exceeded Math standards

- **11th grade**
  - ~3 in 10 students met or exceeded Math standards

% meeting or exceeding standard

38 37 36 34 33 30 28

Math

7th and 8th grade data excludes 59 students in SR Elementary School District

% of students meeting or exceeding ELA and Math standards, SRCS, 2018-19

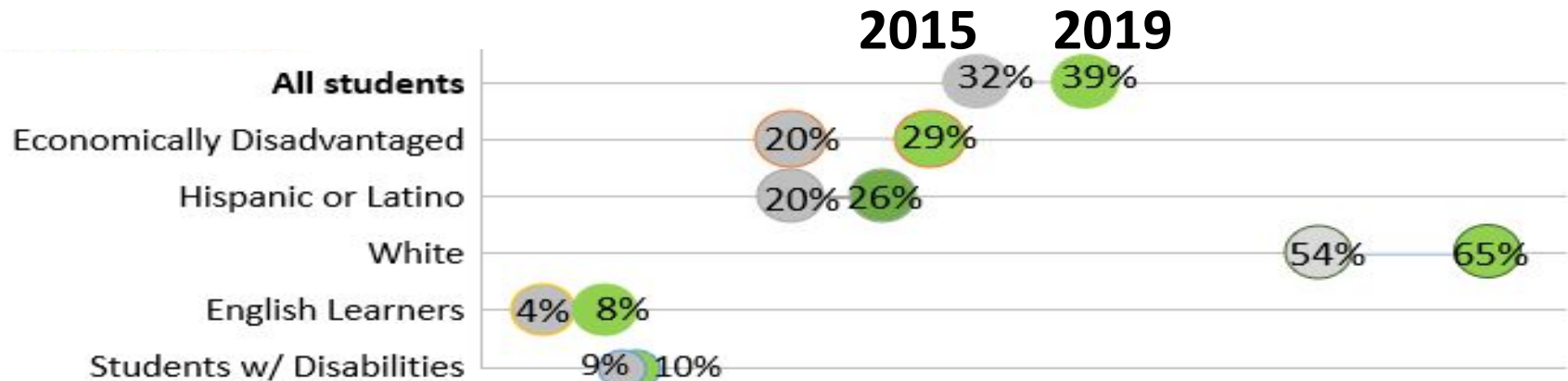*7th and 8th grade data excludes 59 students in SR Elementary School District

Changes over time

2014-15 to 2018-19

Santa Rosa Elementary District

The percent of students Meeting or Exceeding Standards increased in ELA increased overall and by varying degrees for subgroups from 2014-15 to 2018-19, Santa Rosa Elementary District

2015   2019

	2015	2019
All students	32%	39%
Economically Disadvantaged	20%	29%
Hispanic or Latino	20%	26%
White	54%	65%
English Learners	4%	8%
Students w/ Disabilities	9%	10%

The percent of students Meeting or Exceeding Standards increased overall and by varying degrees for subgroups in **Math** from 2014-15 to 2018-19, **Santa Rosa Elementary District**

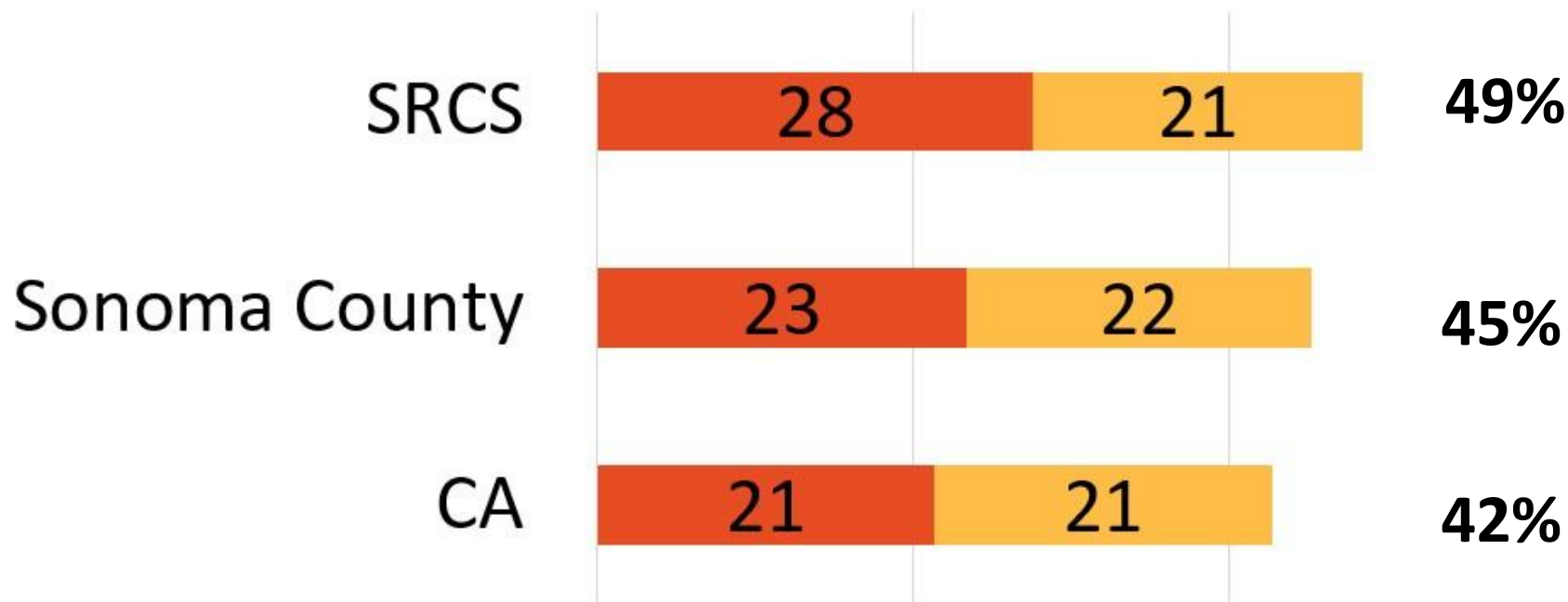**2015 2019**

	2015	2019
All students	26%	34%
Economically Disadvantaged	15%	25%
Hispanic or Latino	15%	23%
White	42%	54%
English Learners	6%	8%
Students w/ Disabilities		7%

English Language Arts (ELA), 2018-19
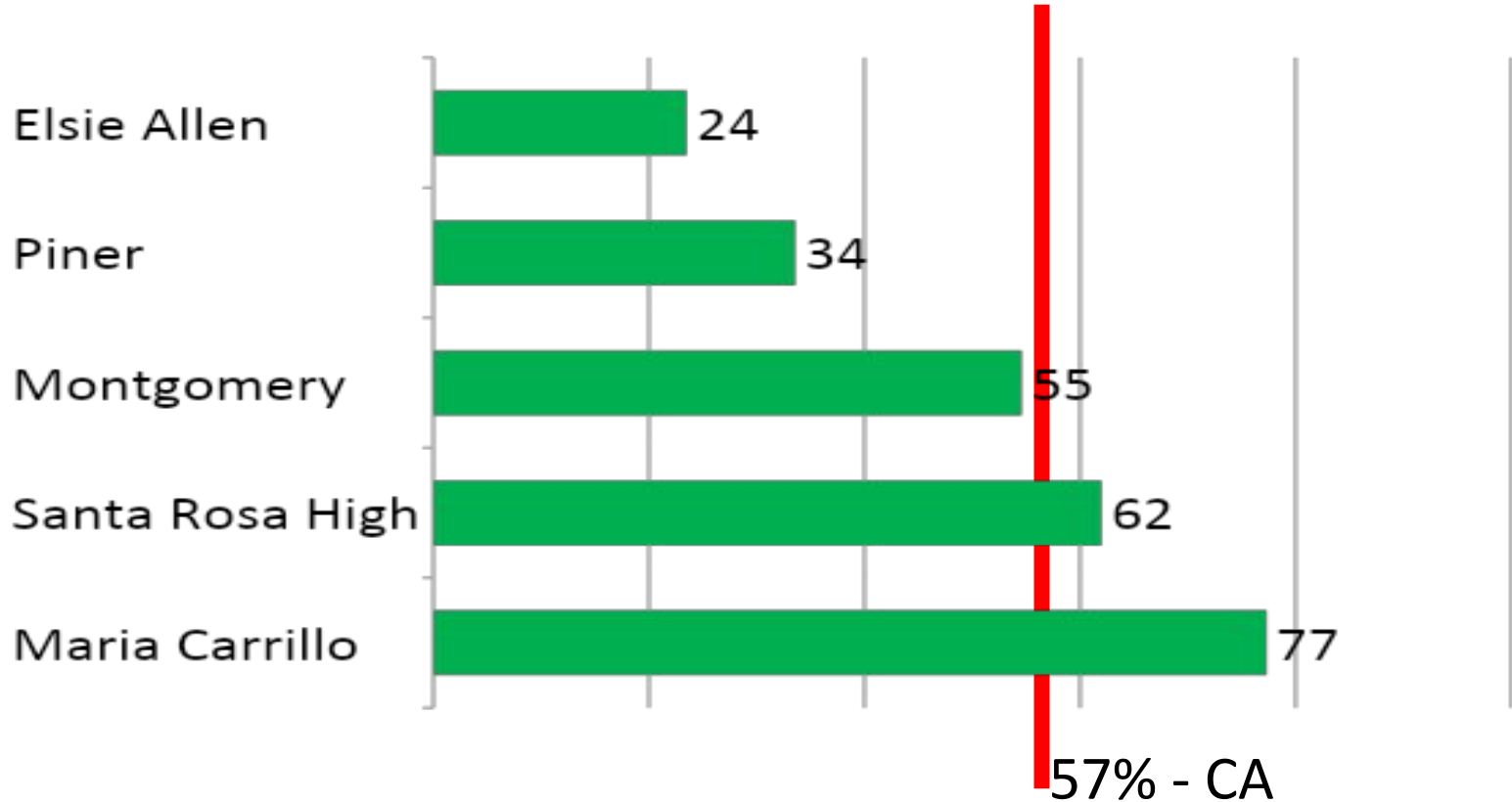
Santa Rosa City Schools
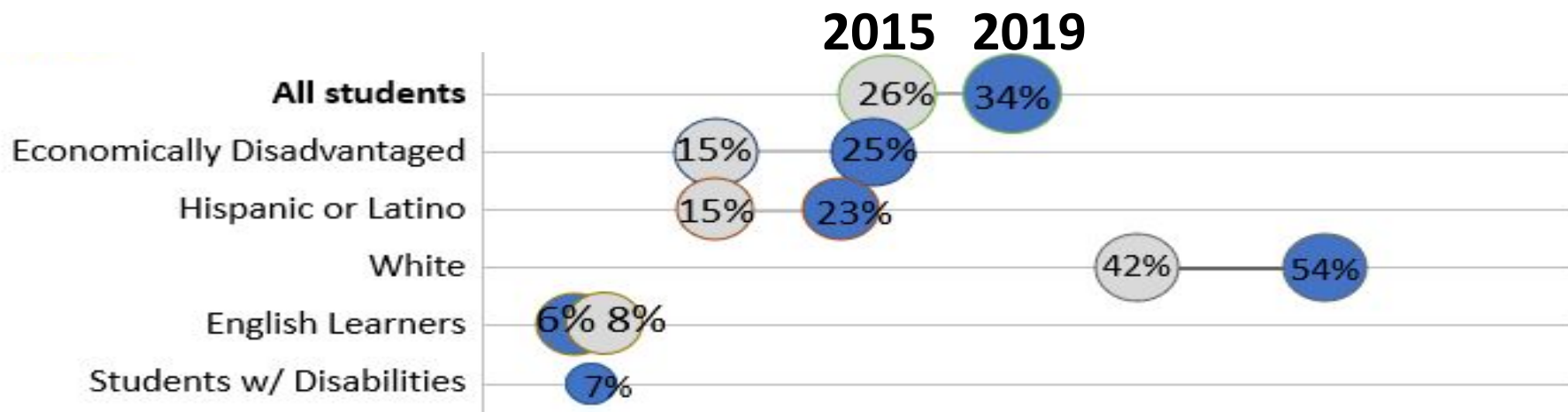
11th graders

Nearly half (49%) of SRCS 11th graders did not meet ELA standards; Sonoma County and CA performed slightly better

■ Not Met   ■ Nearly Met

	Not Met	Nearly Met	
SRCS	28	21	**49%**
Sonoma County	23	22	**45%**
CA	21	21	**42%**

15

% 11th graders Meeting or Above Standard for ELA, 2018-19

Elsie Allen — 24
Piner — 34
Montgomery — 55
Santa Rosa High — 62
Maria Carrillo — 77

57% - CA

Percentage and number of 11th graders not meeting ELA standards, by school, SRCS, 2018-19
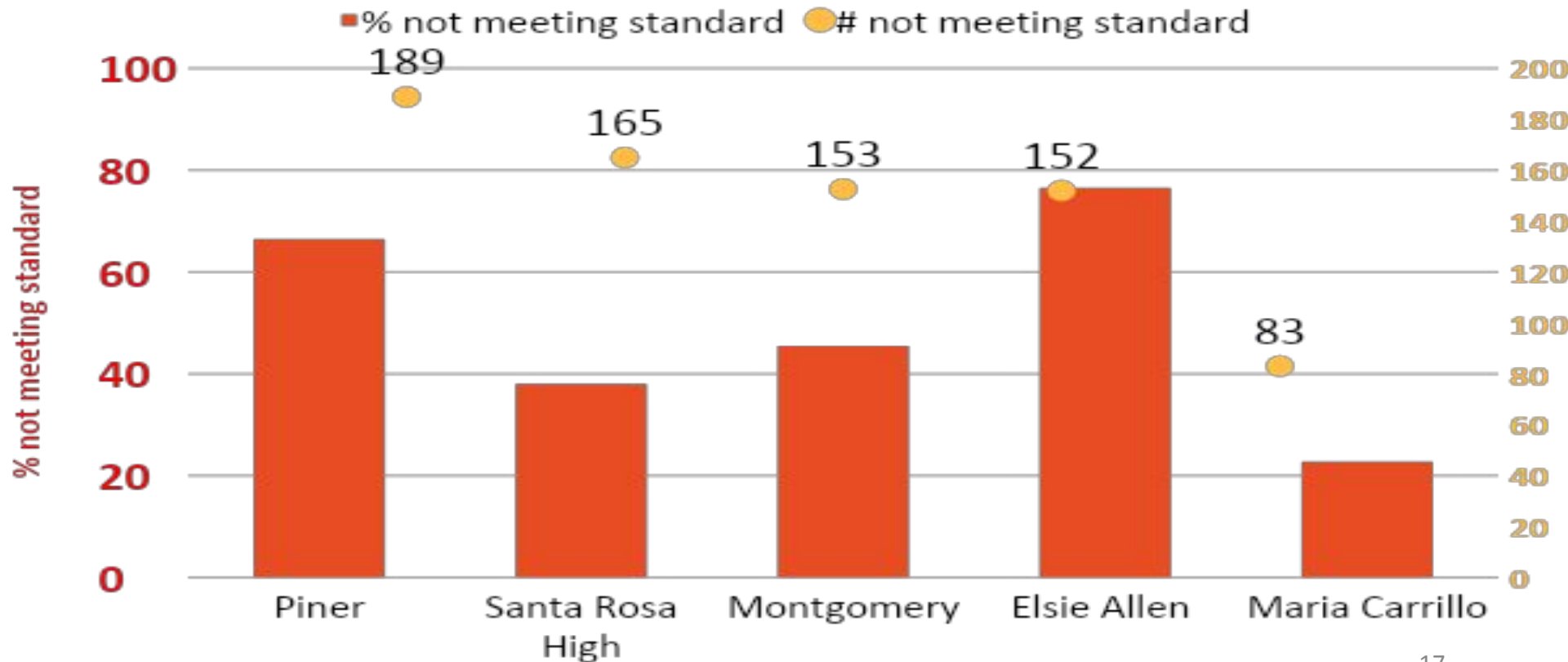
Achievement Gap ELA Standards

11th grade scores

% of 11th graders meeting or exceeding ELA standards, selected student groups, by % and total #, 2018-19

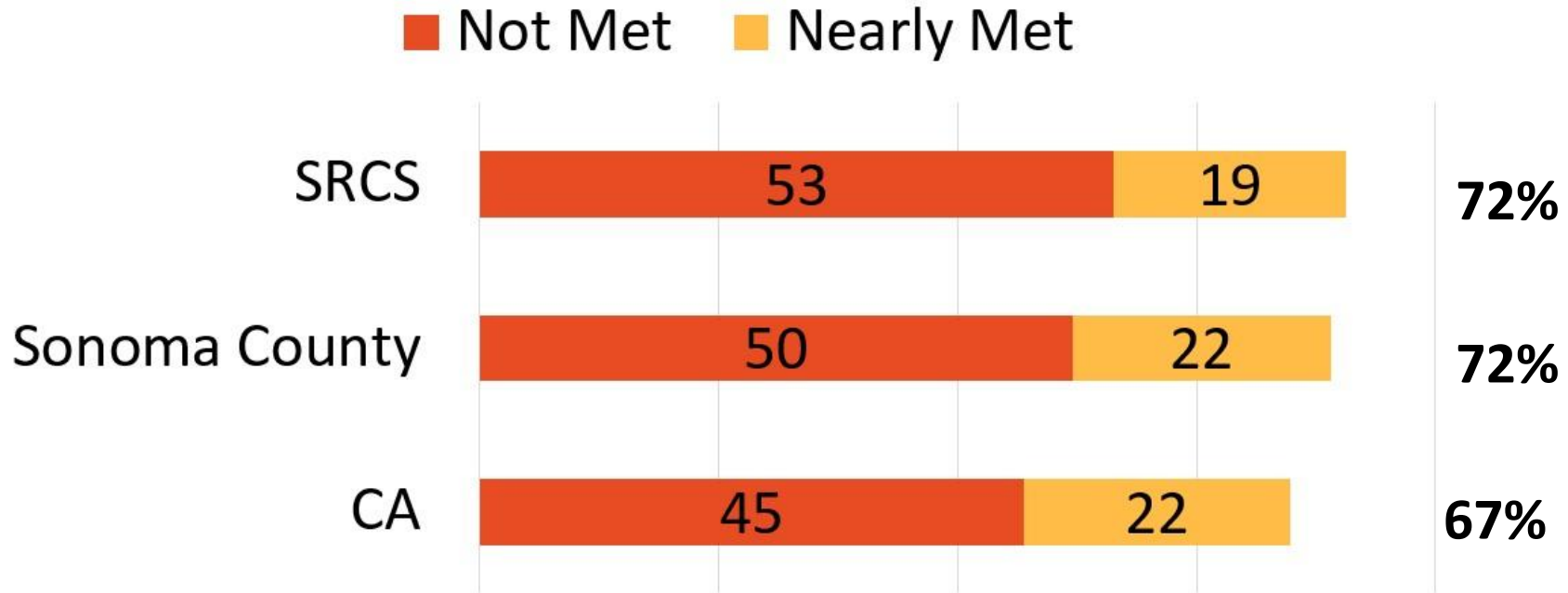| Group Ranking	Student Group	% Standard Met and Above	Students w/ Scores
1	PE-Graduate school/Post-graduate	83	215
10	Not economically disadvantaged	65	908
20	**All Students**	**52**	**1,723**
27	Economically disadvantaged	36	815
28	All Hispanic or Latinos	35	851
29	Ever-English Learners	34	750
32	ED-Hispanic or Latino	31	582
34	Students with disability	11	230

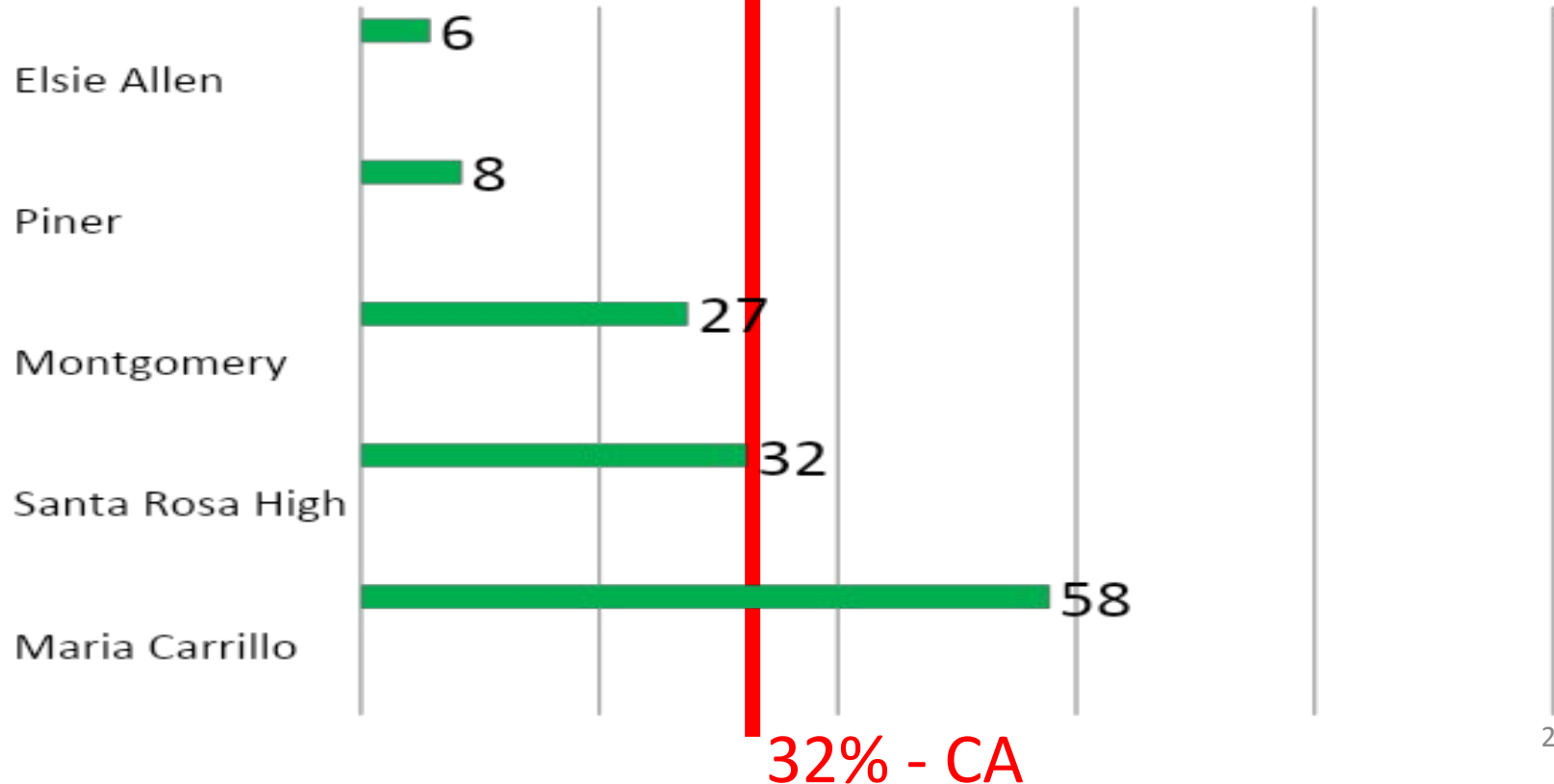**PE = parent's education; NED = not economically disadvantaged**

Math, 2018-19

Santa Rosa City Schools,

11th graders

The majority (72%) of SRCS and Sonoma County 11th graders did not meet the Math standards; CA performed better (67%)

Legend: ■ Not Met ■ Nearly Met

	Not Met	Nearly Met	Total
SRCS	53	19	72%
Sonoma County	50	22	72%
CA	45	22	67%

% Meeting or Above Standard for Math, SRCS high schools, 2018-19

Elsie Allen — 6
Piner — 8
Montgomery — 27
Santa Rosa High — 32
Maria Carrillo — 58

32% - CA

Percentage and number of 11th graders not meeting Math standards, by school, SRCS, 2018-19

% not meeting standard   # not meeting standard

282
271
241
195
152

SRHS   PHS   MHS   EAHS   MCHS
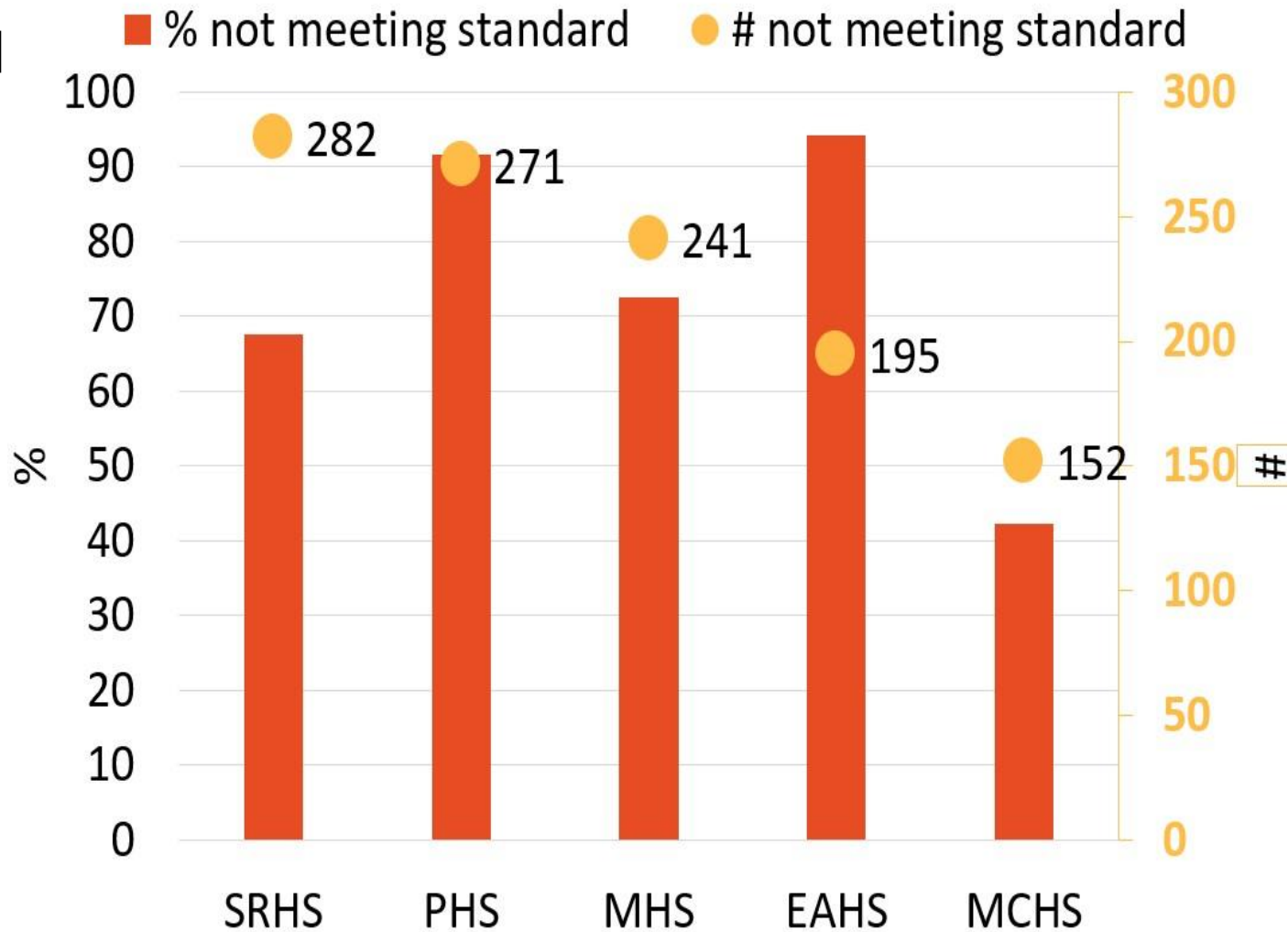
Today's 7th graders, % meeting or exceeding ELA standards

All students — **Economically disadvantaged** — **Not ED**

59%
56%
65%
32%
33%
41%
19%
20%
30%

3rd grade (2015-16)   4th grade (2016-17)   6th grade (2018-19)

24
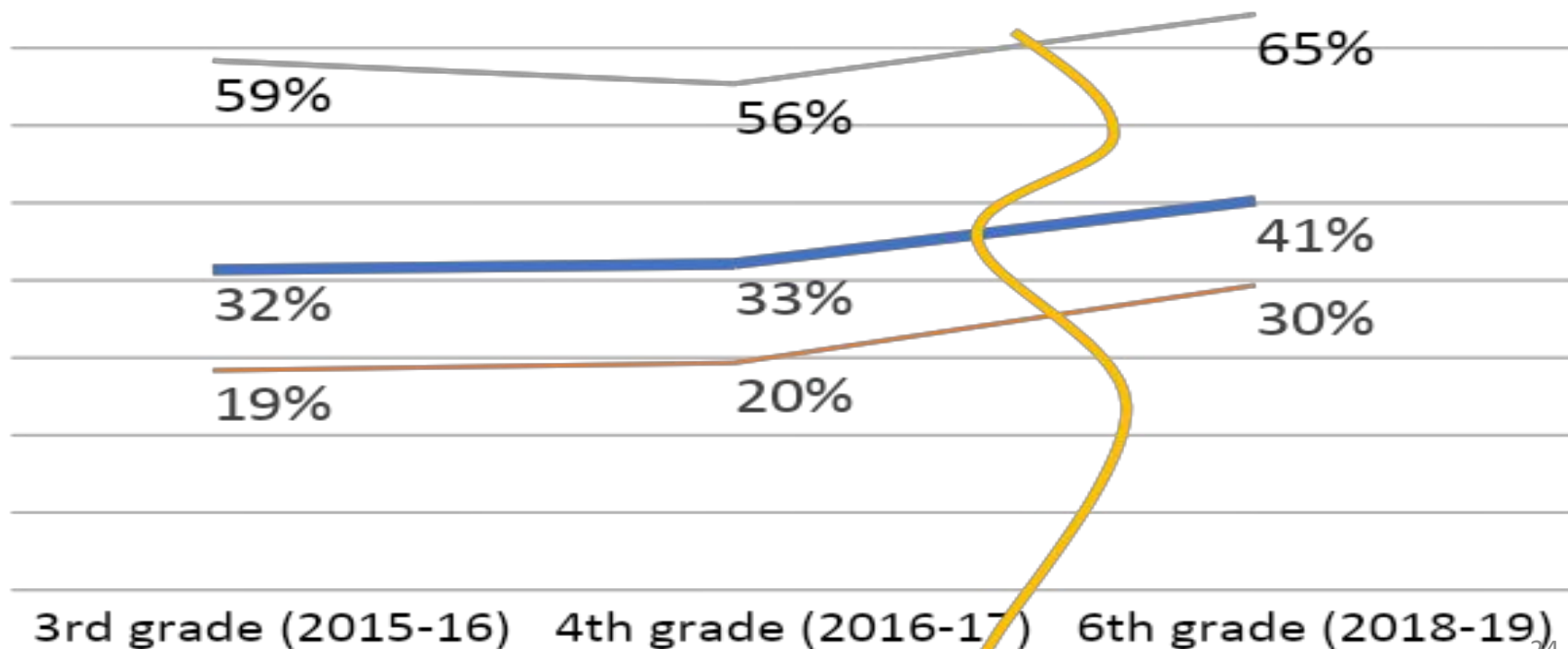
Findings from analysis of enrollment and grades in college prep Math among 9th graders

2017-18 to 2018-19

About the data

- Years of data used: 2017-18 and 2018-19

- 5 schools: Elsie Allen, Maria Carrillo, Montgomery, Piner, and Santa Rosa High

- Data are 9th grade, 2nd semester Math grades

- Unique students
  - In 2017-18, 3 students took 2 math classes each
  - The class with their lowest grade was deleted (n=3)

- Final dataset
  - In 2017-18, there were 1,765 unique students with Math grades
  - In 2018-19, there were 1,957

Demographics

Number of students (with grades) by school

	2017-18		2018-19	
	#	**%**	**#**	**%**
Total	**1,765**		**1,957**	
Elsie Allen	241	14%	290	15%
Maria Carrillo	342	19%	357	18%
Montgomery	416	24%	436	22%
Piner	337	19%	352	18%
SRHS	429	24%	522	27%

Demographics
Race/ethnicity, 9th graders, 2018-19 (N=1,957 students)
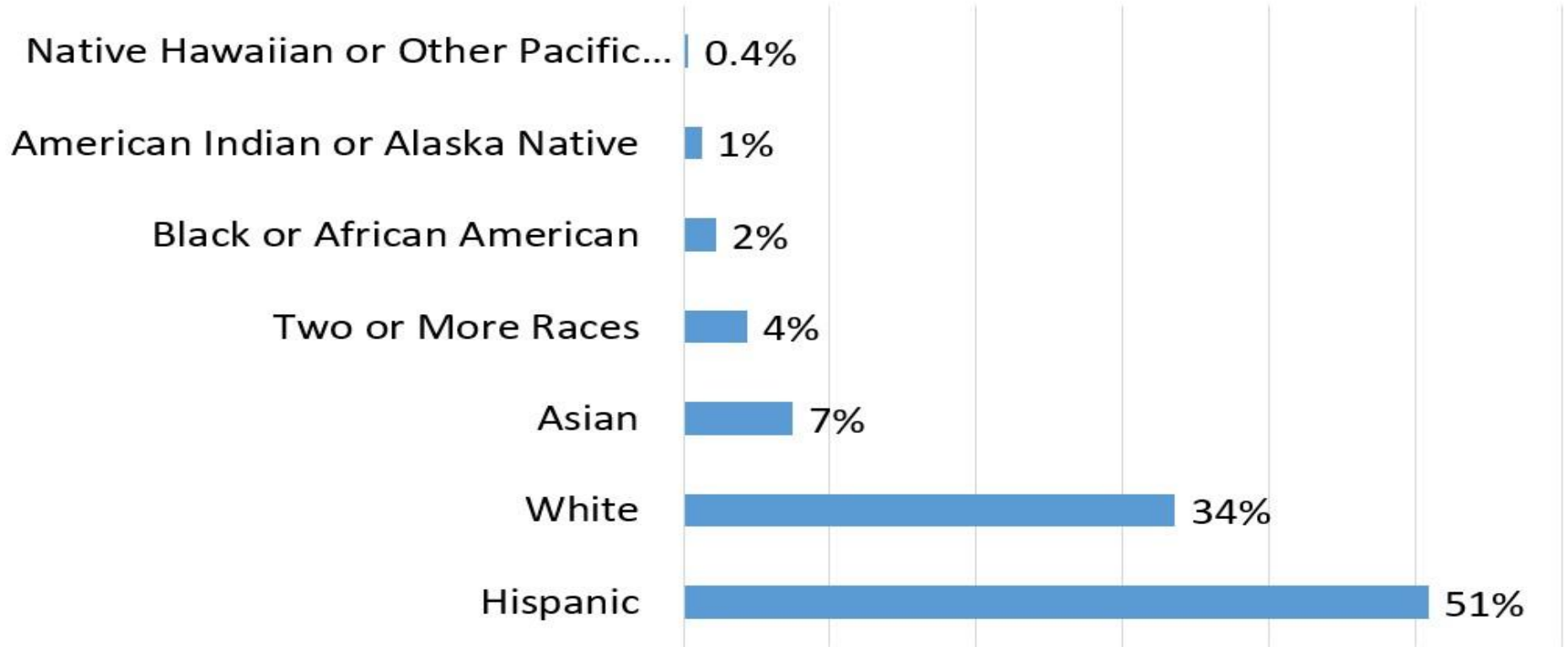
Demographics

Number of students (with grades) by English proficiency, 2018-19

	#	%
Total	**1,957**	
English Only	1,037	53.0%
Redesignated Fluent English Proficient	697	35.6%
English Learner	179	9.1%
Initially Fluent English Proficient (I-FEP)	44	2.2%

Enrollment in 2nd semester Math course, 9th graders

- In 2017-18, <mark>21 math courses</mark> were offered.
  - 9 were college prep
    - with <u>1,209 students (68% of students)</u>
  - 12 were not college prep
    - With 556 students (32% of students)
- In 2018-19, <mark>12 math courses</mark> were offered.
  - 8 were college prep
    - with <u>1,861 students (95% of students)</u>
  - 4 were not college prep
    - with 96 students (5% of students)

Number and percentage of 9th graders taking a 2nd semester college prep math class, 2017-18 to 2018-19, with percent change

School	Math Class	2017-18		2018-19		2017-18 to 2018-19
		# w/ grades	%	# w/ grades	%	% increase
All	Total	1,765		1,957		
	College prep math	1209	**68%**	**1,861**	**95%**	**39%**
EAHS	**Total**	**241**		**290**		
	College prep math	134	56%	262	90%	62%
MCHS	**Total**	**342**		**357**		
	College prep math	275	80%	343	96%	19%
MHS	**Total**	**416**		**436**		
	College prep math	296	71%	427	98%	38%
PHS	**Total**	**337**		**352**		
	College prep math	240	71%	352	100%	40%
SRHS	**Total**	429		**522**		
	College prep math	264	62%	477	91%	48%

The % of Special Ed students enrolled in a college prep math course increased from 14% to 64% (*360% increase*)

Special Education 9th graders, by college prep math class status, 2017-18 to 2018-19

	2017-18		2018-19	
	#	%	#	%
College Prep	34	13.9%	167	64.0%
Not College Prep	211	86.1%	94	36.0%

There was increased enrollment in college prep Math courses among all English Proficiency groups; EL had the greatest increase (*300% increase*)

a. English Learners (EL)

   Increased from 21% to 84% (29 students to 150)

b. Re-designated Fluent English Proficient

   Increased from 71% to 96% (411 students to 672)

c. English Only

   Increased from 73% to 96% (717 students to 995)

Enrollment Summary, 2017-18 to 2018-19

- The % of students enrolled in a college prep math course increased from 68% to 95%.
  - About 650 more students enrolled in a college prep math course in 2018-19. (The overall student enrollment increased about 200 students during this time).
- At least 9 in 10 students at each high school were enrolled in a college prep math course in 2018-19.
  - In the previous year, it ranged from 56% to 80%, by school.
- Significant increases in enrollment in college prep Math courses among:
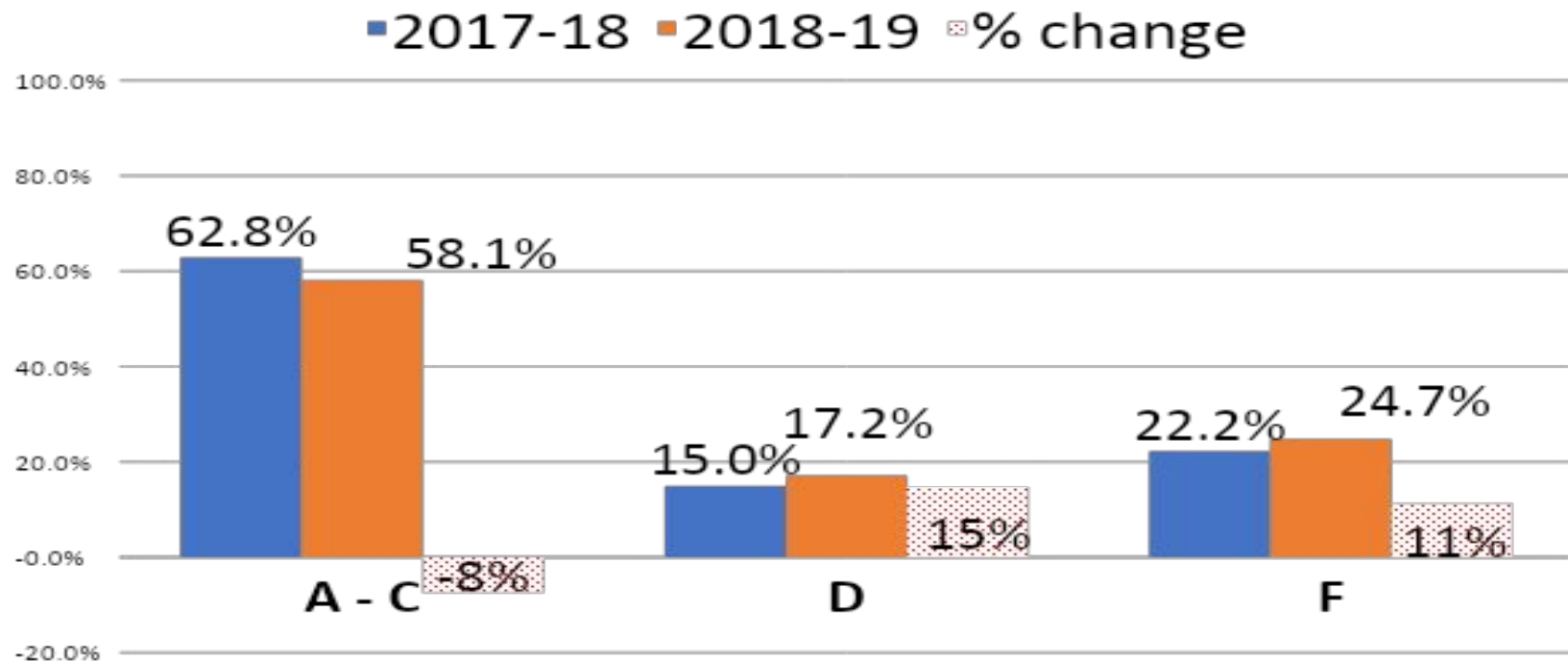 - Students in special education
  - English Learners

Grade Distribution

9th grade, second semester Math

2017-18 to 2018-19

All Math grades, 9ᵗʰ grade second semester, 2017-18 to 2018-19

Math grades in **2nd semester college prep Math courses**, 2017-18 to 2018-19

	2017-18		2018-19	
	#	%	#	%
Total 9th graders w/ Math grades	1,209		1,861	
A	325	27%	370	20%
B	256	21%	352	19%
C	230	19%	347	19%
D	162	13%	321	17%
F	236	20%	471	25%

Math grades in **2nd semester college prep Math courses**, 2017-18 to 2018-19

	2017-18		2018-19	
	#	%	#	%
Total 9th graders w/ Math grades	1,209		1,861	
A	325	27%	370	20%
B	256	21%	352	19%
C	230	19%	347	19%
Total (A-C)	**811**	**67%**	**1,069**	**57%**

Summary – all students

- We wanted to see how these changes impacted the entire student population, as well.

- We looked at students with an A, B, or C in a college prep Math course, and divided that by all students.
  - In 2017-18, 811 students or **46%** of all students had a A-C in a college prep Math course
  - In 2018-19, it increased to 1,069 students or **55%** of all students.
  - In 2017-2018, 32% of math students were enrolled in non-college prep course and of those, 28% failed

Summary – all students

- We wanted to see how these changes impacted all students, especially in regards to students meeting high school graduation requirements.

- We looked at A-D grades among all students in any Math course.
  - In 2017-18, 1,373 or 78% of 9th graders got a A-D in their 2nd semester Math course.
  - In 2018-19, 1,473 or 75% of 9th graders got a A-D in their 2nd semester Math course.
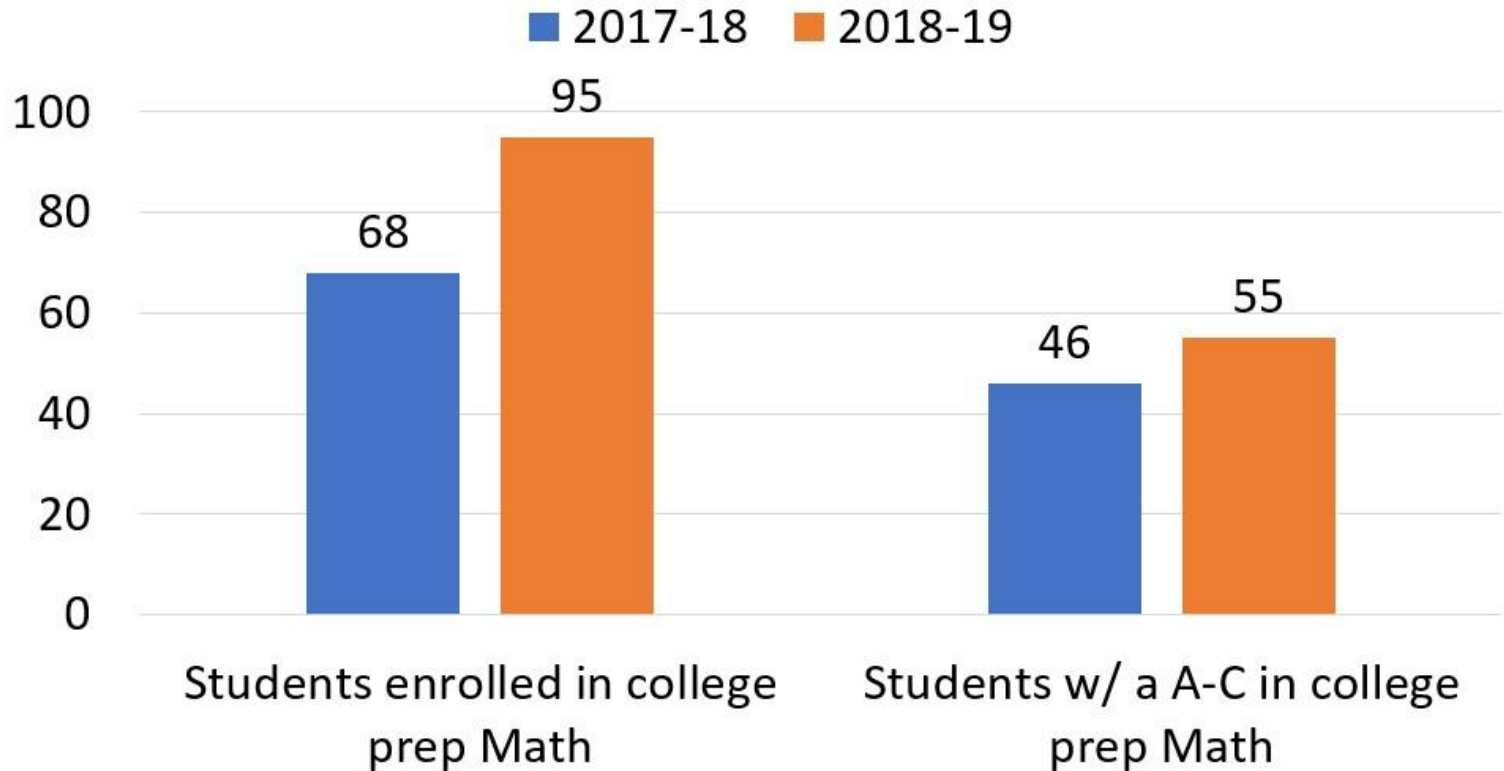
Overall Summary

2017-18
N=1,765

2018-19
N=1,957

% of all 9th graders enrolled in college prep Math and % of all 9th graders w/ A-C in college prep Math, 2017-18 to 2018-19

■ 2017-18   ■ 2018-19

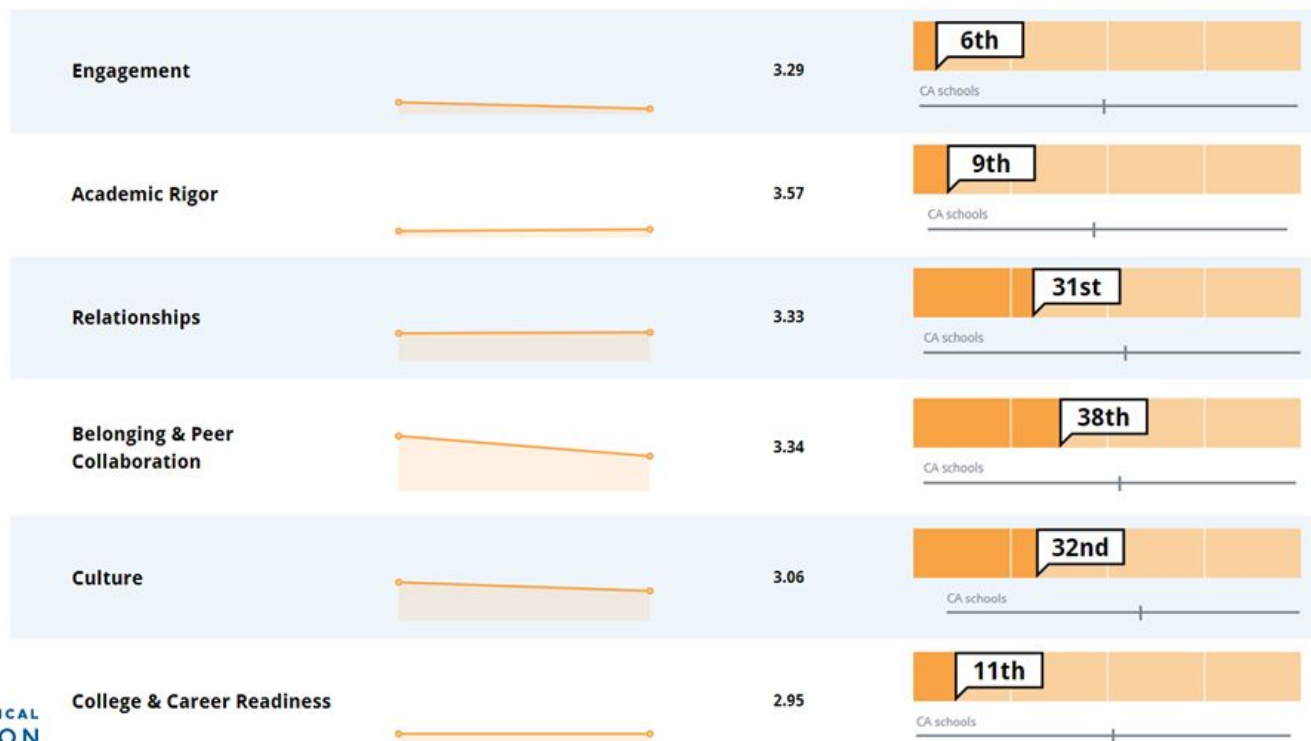Students enrolled in college prep Math: 2017-18 = 68, 2018-19 = 95

Students w/ a A-C in college prep Math: 2017-18 = 46, 2018-19 = 55

2019 YouthTruth Survey Results

This data may not be distributed without the express written consent of the CTE Foundation.

YouthTruth Sonoma County 2019
Six High Schools/4561 Students/71% Response Rate

Category	Score	CA schools	National Percentile
Engagement	3.29		6th
Academic Rigor	3.57		9th
Relationships	3.33		31st
Belonging & Peer Collaboration	3.34		38th
Culture	3.06		32nd
College & Career Readiness	2.95		11th

Nat'l Avg based on responses from 521 schools/90+% returns

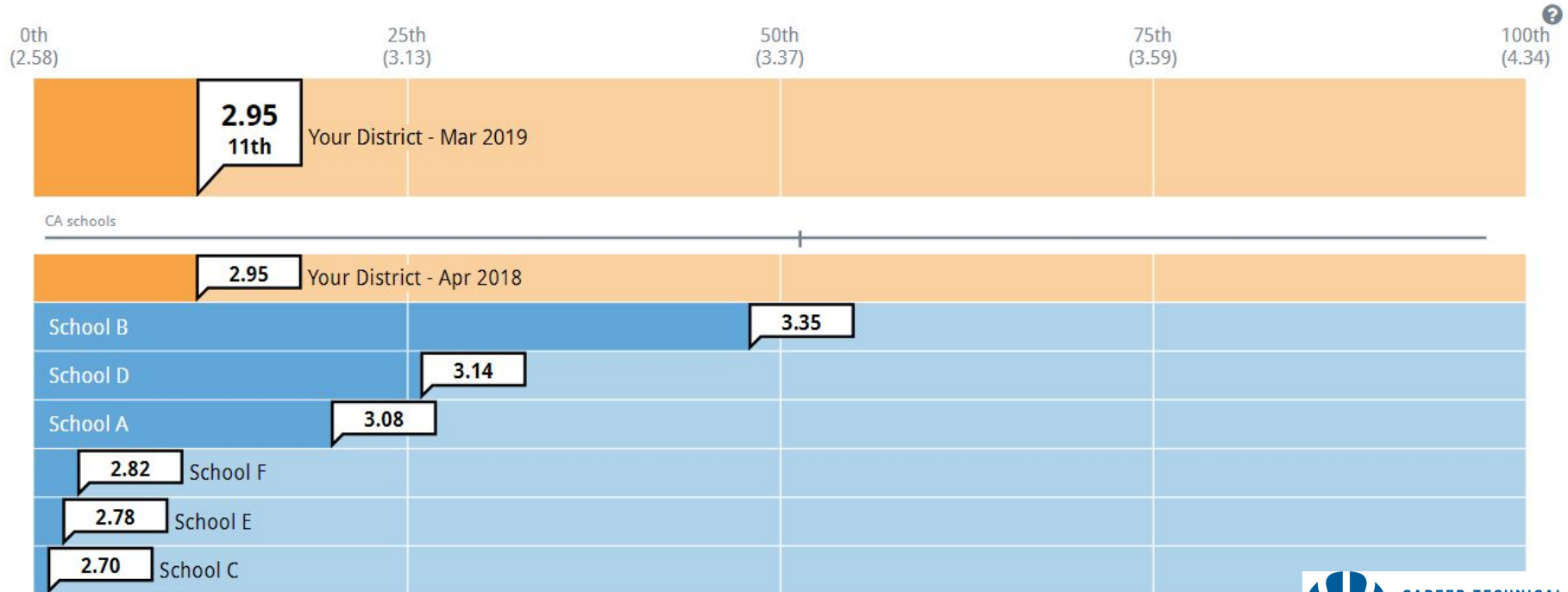**CAREER TECHNICAL EDUCATION FOUNDATION**

43

Engagement Summary

Degree to which students perceive themselves as engaged with their schools and education.
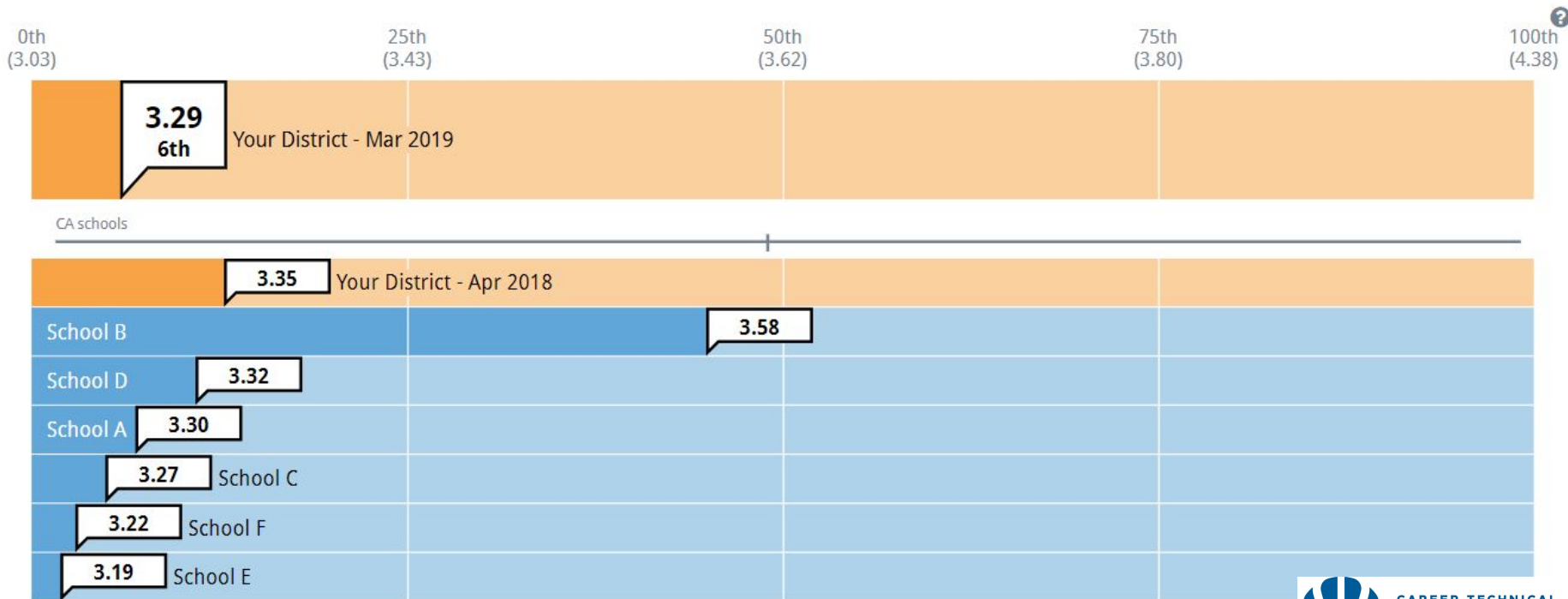
College & Career Readiness Summary
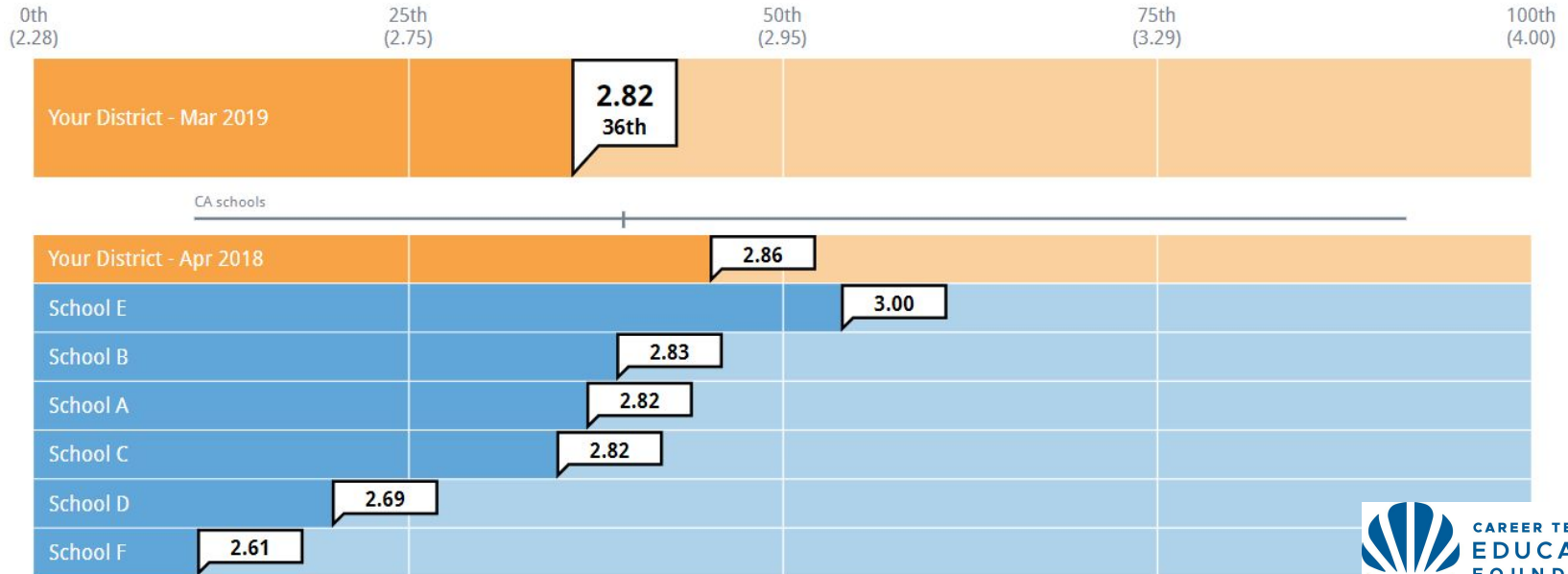Degree which students feel equipped to pursue college and careers

STEM Education

How do students feel about the relevance of their STEM experiences at school?

In the future, I see myself becoming a scientist, engineer, mathematician, or working with technology

1 = Strongly disagree   3 = Neither agree nor disagree   5 = Strongly agree

	0th (2.28)	25th (2.75)	50th (2.95)	75th (3.29)	100th (4.00)
Your District - Mar 2019			2.82 36th		
CA schools					
Your District - Apr 2018			2.86		
School E				3.00	
School B			2.83		
School A			2.82		
School C			2.82		
School D		2.69			
School F	2.61				

CAREER TECHNICAL EDUCATION FOUNDATION

Sonoma County Schools Staff Survey
Five High Schools/243 Respondents

Culture	3.55	51st (CA schools)
Engagement	3.87	43rd (CA schools)
Relationships	4.03	65th (CA schools)
Professional Development & Support	3.30	14th (CA schools)

CAREER TECHNICAL EDUCATION FOUNDATION

Questions Aligned to Strategic Plan Priorities

Priority 1: Life Ready Learners:

- How do we increase the use of high leverage practices (such as creating student agency through student centered classrooms) that can be implemented to meet the needs of our students?

Priority 2: Whole Person Focus

- How are we supporting students Socially and Emotionally and preparing our environments for students to feel safe, engaged, supported and challenged?
- How do we build leadership capacity and support in finding solutions that transform how we support and nurture each student?

Questions Aligned to Strategic Plan Priorities

Priority 3: High Quality Staff

- How do we provide opportunities for staff to engage in more collaborative opportunities for job embedded learning through the school day?
- How do we build instructional leadership capacity among all staff members?
- How do we develop leadership practices that support high expectations and increasing student achievement?

Priority 4: Teaching and Learning Environment and Resources

- How do grades align to expected learning outcomes?
- How do we equitably address teaching and learning strategies to meet the needs of all students?

Questions Aligned to Strategic Plan Priorities

Priority 5: Equity and Excellence

- How do we provide opportunities as educators to look at patterns in data that address disparities amongst our subgroups?

- How we use disaggregated data to inform the cycle of inquiry?

- How do we use instructional materials to acknowledge and incorporate the background of students?

Questions Aligned to Strategic Plan Priorities

Priority 6: Family Engagement and Community Partnerships

- How do we build stronger partnerships with families to reinforce learning at home?

- How do we build stronger partnerships with our community to bring relevancy into the classroom and build internships/externships and work based learning?

- How do we engage the community to be co-designers with our youth in their K-12 journey?

# MTSS Supports for De-Tracking

Tier I: Best First Instruction
- High-quality best first instruction
- Scaffolded to meet students needs
- Screened periodically for proficiency

Tier II: Review and Practice
- Students not making adequate progress
- Increased Intensive Instruction
- Meeting the needs based on the level of progress

Tier III: Additional Remediation
- Students receive individualized Intensive interventions
- Target the students' skill deficits

Tier 3 — Intensive Individual Intervention

Tier 2 — Targeted Small Group Instruction

Tier 1 — Core Classroom Instruction
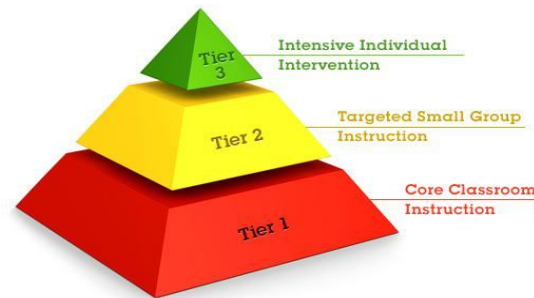
3 Tiers of Support

Next Steps Aligned to Strategic Plan Priorities

Priority 1: Life Ready Learners:

- Continue to support students through MTSS tiers.
- Provide more Growth Mindset instruction

Priority 2: Whole Person Focus

- Recongnize the variance of how students learn to provide opportunities to be engaged and challenged.

- Analyze and use YouthTruth data to better understand student experience and continue to create and build upon environments for students to thrive.

Next Steps Aligned to Strategic Plan Priorities

Priority 3: High Quality Staff

- Provide continued job embedded learning to focus on best instructional practices
- Analyze cohort data of students to determine strengths and areas of growth.

Priority 4: Teaching and Learning Environment and Resources

- Interpret formative assessments and diagnostics to understand what our students are ready to learn and where supports are needed.
- Analyze CAASPP performance indicators to determine areas of strength and areas for growth.
- Engage in more asset based instruction and analysis

Next Steps Aligned to Strategic Plan Priorities

Priority 5: Equity and Excellence

- Partner with The Center for Educational Leadership to build the instructional leadership capacity of administrators with a focus on best practices, providing feedback with a stronger emphasis on cultural responsiveness
- Analyze current practices that are impacting student learning through an inquiry for equity collaborative effort at school sites
- Continue equity work that includes CRSH (Culturally Responsive Sustaining and Humanzing) learning, Museum of Tolerance partnership, equity committee and professional development and student voice collaboratives at each high school.

Next Steps Aligned to Strategic Plan Priorities

Priority 6: Family Engagement and Community Partnerships

- Investigate PIQUE (Parent Institute for Quality Education) to further engage parents/guardians in the learning process
- Utilizing College and Career Center extended hours
- Youth Truth Data
- MVP specialists committee
- Utilizing our Youth Design Crew to elevate student voice within the community

For Consideration

Examples of MVP Math Options to fulfill graduation requirements:

1. Ethnic Studies Math (i.e. Stats for Social Justice)

2. Entrepreneurial Math

3. Personal Accounting

4. Introduction to Data Science
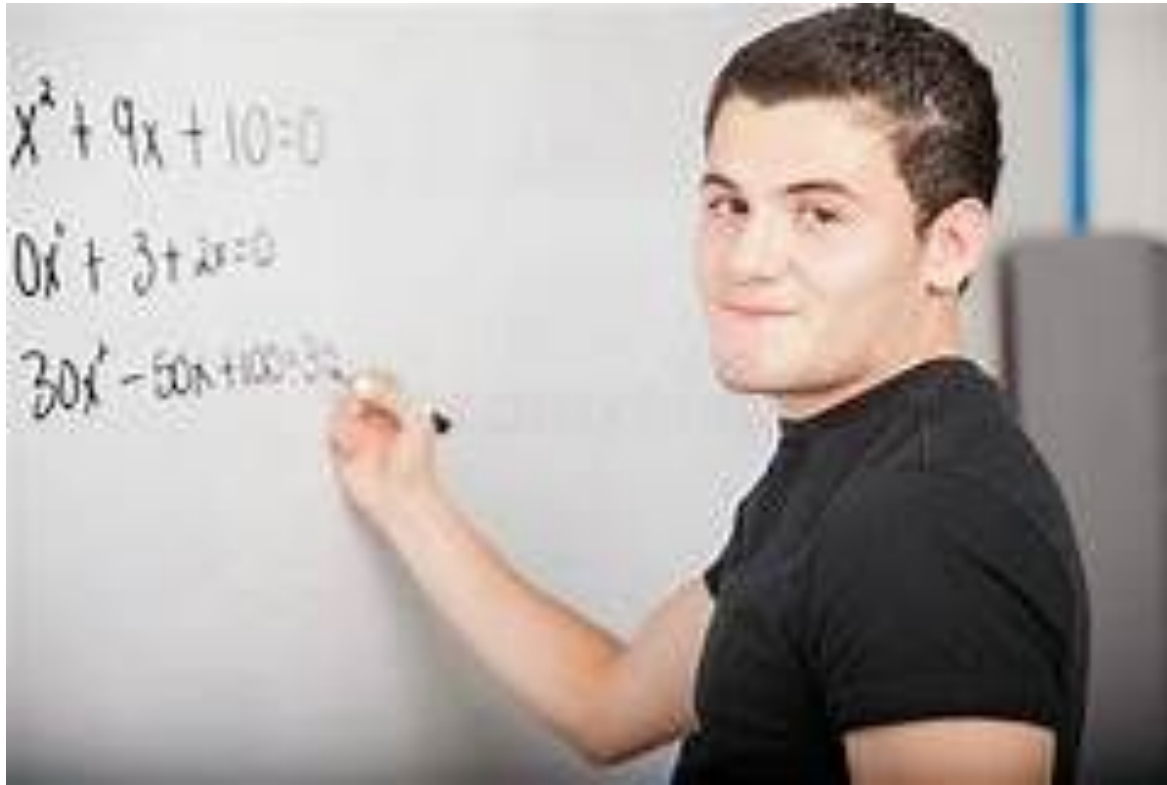
Our job is to facilitate a student body of engaged, inspired, and successful learners

Doug Fisher