3 YEAR PLAN - EDUCATIONAL SERVICES DEPARTMENT - DATA ANALYSIS PROTOCOL - FALL 2018
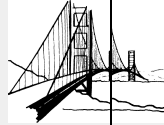
GOAL	DATA SOURCE	RESEARCH *Using the data sources, report the facts. Looks for trends or areas of concern. Look for areas of success. This is an objective data discovery.*	RECALL *Focusing on current & prior years, recall the realities of classroom, school, district program & practice. What happened? **Facts only** - no conjecture. Focus on what you can control.*	REFLECT *Connect performance with current/prior year practices, programs & realities. Consider possible reasons. Be honest about what occurred & how that may have impacted the data.*	RESPOND *What might be some possible ways to move forward? What actions in your 3 year plan need to be kept, removed, or revised. These responses should be directly related to what was discovered in the reflection process.*

1.a: By June 30, 2019, 83% of SUSD students, including identified student groups, will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment, and/or district multiple measures. Current Reality: 52.66% as measured on 2018 SBAC.	**SBAC -**
	
	DFM and % Met/Exceeded
	
	Including Student Groups SED, SpEd, ELs
		Grades 3-8:
		
		     2016-2017 2017-2018 +/-
		Goal: Baseline Goal 65% -12.4%
		Actual: 48.23% 52.66% + 4.43
		This goal was short of being met by -12.4%, although there was growth of +4.43%.
		
		Distance From Met (DFM): (cohort IO Education)
		    2016-2017 2017-2018 +/-
		Gr 3-8 -12.0 -3.0 +9.0
		2016-2017 was our baseline year as this data source (DFM) was added in 2018-2019
		
		Student Groups:
		    2016-2017 2017-2018 +/-
		SED: 36.62% 41.4% +4.91%
		Sp Ed: 15.52% 18.1% +3.36%
		ELs: 11.78% 21.02% +9.24%
		All groups made growth from 2016-2017 to 2017-2018. 2016-2017 was our baseline year as this data source (student groups) was added in 2018-2019.
			• Embedded Coaching (Solution Tree) at all sites focused on evidence of student learning through the PLC and Response to Intervention Process
			• Site administrator left in Nov 17 leaving the site without consistent leadership as related to middle school achievement
			• Professional Learning in balanced literacy for all teachers, including Special Education, ELD/Literacy Specialists, Instructional Coaches and administrators. The topics included vocabulary, striving readers, comprehension, and fluency within 4 research-based reading practices: guided reading, shared reading, modeled reading, and independent reading
			• Summer 2016 Professional Learning focused on Common Formative Assessment creation and analysis with Dr. Bailey (Solution Tree)
			• Next Generation Science Standards (NGSS) Professional Learning for teachers in grades K-2 on the integration of science practices with our ELA curriculum, Benchmark Advanced.
			• The October professional learning day focused on ELA curriculum implementation for elementary and middle schools, including the integration of technology with the ELA curriculum
			• Chromebooks had to be assigned for testing to kiosk mode at elementary sites
				• Sites embraced the Embedded Coaching process and gained clarity on what students should know and be able to do
				• District and all sites completed an Equity Inventory with Dr. Muhammad which resulted in focusing on student groups as well as all students when analyzing data
				• Evaluating the effectiveness of the GATE/Honors programs to ensure access to as broad a constituency as possible.
				• There was a need for more teacher investment to vet ideas, consultation and provide direction for next steps based on data analysis.
				• Summer 2017 Professional Learning focused on Backwards Mapping of Essential Standards with Paula Rogers (Solution Tree) with an emphasis on planning for needs of student groups
				• Middle School intervention classes were not focused on Tier 3 learning due to a lack of a reliable screener
					• Embedded Coaching Year 2 has been implemented in 2018-2019 with the same focus on evidence of student learning and intervening when students don't learn
					• Instructional Coaches have been assigned to content areas based on responses from staff
					• Beginning of the Year Professional Learning - vocabulary instruction in all content areas, collaborative common assessments and middle school academic conversations in all content areas
					• Equity Inventories are being completed again this school year. These will be used throughout the school year at Ed Services Leadership Meetings where the focus will be on student learning based on student outcomes
					• Increase the number of students enrolled in GATE/Honors programs in 2019-2020
					• Special Education Department focus on the CORE 4 to address the achievement gap
					• Some special education classes are implementing new curriculum more closely aligned to grade level standards in 2018-2019
					• Middle Schools have implemented Read 180 for students who are below grade level based on identified cut points.
					• District Wide Grade Level Meetings are focused on the administration, scoring and instructional application Oral Reading Record in Grades K-5 this school year
					• District Wide Grade Level Meetings for middle school will have a focus on cross curriculum application of literacy.
					• Added the metric of the Oral Reading Record starting in 2018-2019
					• The CIA Council was implemented to address the need for teacher engagement in decision making
					• In August 2018 all teachers participated in Integrated or Designated ELD professional learning with the SJCOE Language and Learning Department.

***SED - Socioeconomically Disadvantaged   *Sp Ed - Special Education   *ELs - English Learners**

3 YEAR PLAN - EDUCATIONAL SERVICES DEPARTMENT - DATA ANALYSIS PROTOCOL - FALL 2018

DATA SOURCE	RESEARCH *Using the data sources, report the facts. Looks for trends or areas of concern. Look for areas of success. This is an objective data discovery.*	RECALL *Focusing on current & prior years, recall the realities of classroom, school, district program & practice. What happened? Facts only - no conjecture. Focus on what you can control.*	REFLECT *Connect performance with current/prior year practices, programs & realities. Consider possible reasons. Be honest about what occurred & how that may have impacted the data.*	RESPOND *What might be some possible ways to move forward? What actions in your 3 year plan need to be kept, removed, or revised. These responses should be directly to what was discovered in the reflection process.*

ELA Benchmark	**3 Trimester Averages:**
	
	      2016-2017 2017-2018 +/-
	1st: 72 65 - 7
	2nd: 49 64 +15
	3rd: 45 55 +10
	4th: 55 53 - 2
	5th: 55 53 - 2
	6th: 64 50 -14
	7th: 49 58 + 9
	8th: 53 67 +14
	
	Student Groups: (unable to pull student groups for 2016-2017)
	        2017-2018
	SED: 53.9%
	Sp Ed : 45.3%
	ELs: 41.9%
	2017-2018 was our baseline data year as this data source (student groups) was added in 2018-2019.
		See above and these additional recalls:
		● Used curriculum based Benchmarks in Grades 1-5.
		● All 3 trimesters, at all grade levels, were administered online
		● First year online for online benchmark assessments for Grades 1-8
		● Middle School Course of Study teacher teams developed benchmarks based on essential standard progression
		● District Wide Grade Level Meetings were training opportunities for administration and scoring of the benchmarks each trimester
			● The results are reflective of the SBAC ELA results, which means that the benchmarks are as rigorous as the SBAC ELA.
			● For the first time we had all of our summative assessments in IO Education which made data accessible to staff, which also allowed us to disaggregate by student groups
			● Special Education and Newcomer English Learners do not have access to as many accommodations and/or designated supports as they do on the state testing.
				See above

Oral Reading Records (added in 2018-2019)	TBD after 1st administration (by 10/30/18) *2018-2019 will be our baseline data year as this data source was added in 2018-2019.*			
ELPAC SA Spring 2018	Gr Avg Scale Score ELPAC ELPAC Performance Level ELD Proficiency Level TK 1379.4 2 Expanding K 1423.8 2.8 Expanding 1st 1458.1 2.9 Bridging 2nd 1489 3.2 Bridging 3rd 1486.8 2.5 Expanding 4th 1502 2.8 Expanding 5th 1511.6 2.9 Expanding 6th 1494.1 2.5 Expanding 7th 1505.7 2.5 Expanding 8th 1488.3 2.6 Expanding All Gr 1477.2 2.8 *Performance Levels 1-4 **Proficiency Levels - Emerging, Expanding, Bridging *2017-2018 was our baseline data year as this data source (ELPAC) was added in 2018-2019.*	● First administration of this assessment. ● Tested in February 2018 ● Assessed new ELD Standards ● Classroom teachers had little exposure to new ELD standards. ● ELD/Literacy Specialists attended professional learning on the impact of instruction on the ELPAC.	● Difficult to compare CELDT to ELPAC as CELDT assessed old ELD Standards and ELPAC assesses new ELD Standards which are more rigorous and related to ELA Standards. ● Classroom teachers did not have exposure to new ELD Standards. ● ELD/Literacy Specialists shared during Collaborative Teacher Time about ELPAC and rigor of test, but teachers were still not held accountable.	● In August 2018 all teachers received a copy of their grade level ELD Standards. ● In August 2018 all teachers participated in Integrated or Designated ELD professional learning with the SJCOE Language and Learning Department. ● ELD/Literacy Specialists provide ongoing professional learning throughout the year at Monday Meetings. ● 3-8 students will be tested in late February through March ● TK-2 students will be tested in April through mid-May. ● Testing was moved for TK-2 students so more instruction could take place prior to assessing ● Focus instruction on Long Term English Learners in 2018-2019

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1.b: By June 30, 2019, 70% of SUSD third grade students, **including identified student groups,** will be reading at grade level. Current Reality: 50% as measured on 2018 SBAC.	DATA SOURCE	RESEARCH *Using the data sources, report the facts. Looks for trends or areas of concern. Look for areas of success. This is an objective data discovery.*	RECALL *Focusing on current & prior years, recall the realities of classroom, school, district program & practice. What happened? Facts only - no conjecture. Focus on what you can control.*	REFLECT *Connect performance with current/prior year practices, programs & realities. Consider possible reasons. Be honest about what occurred & how that may have impacted the data.*	RESPOND *What might be some possible ways to move forward? What actions in your 3 year plan need to be kept, removed, or revised. These responses should be directly to what was discovered in the reflection process.*

	SBAC -
	
	DFM and % Met/Exceeded
	
	Including Student Groups SED, SpEd, ELs
		Grades 3: (Goal was 40% by June 2018)
		       2016-2017 2017-2018 +/-
		Goal: Baseline Goal 40% +8.97%
		Actual: 42.46% 48.97% + 4.43%
		This goal was met by +8.97%.
		
		Distance From Met (DFM): (cohort IO Education)
		       2016-2017 2017-2018 +/-
		Gr 3 -27.6 -10.0 +17.6
		2016-2017 was our baseline year as this data source (DFM) was added in 2018-2019.
		
		Student Groups:
		       2016-2017 2017-2018 +/-
		SED: 32.34% 40.17% +7.83%
		Sp Ed: 18.10% 22.44% +4.34%
		ELs: 26.00% 27.70% +1.70%
		All groups made growth from 2016-2017 to 2017-2018. 2016-2017 was our baseline year as this data source (student groups) was added in 2018-2019.
			● See Goal 1.a Recall Comments
			● The 3 Year Plan goal of all 3rd graders reading by 2020 brought this goal to a laser like focus
			● Professional Learning in balanced literacy for all teachers, including Special Education, ELD/Literacy Specialists, Instructional Coaches and administrators. The topics included vocabulary, striving readers, comprehension, and fluency within 4 research-based reading practices: guided reading, shared reading, modeled reading, and independent reading
				● See Goal 1.a Reflect Comments
				● District and all sites completed an Equity Inventory with Dr. Muhammad which resulted in focusing on student groups as well as all students when analyzing data
				● The MTSS/RTI Tools and Measurement committee was made up of teachers who worked with the Director of Professional Learning to identify screening, diagnostic and progress monitoring tools due to limited access to ongoing formative measures
					● Oral Reading Records are being implemented this school year from the work of the MTSS/RTI Tools and Measurement committee
					● Instructional Coaches have been assigned to content areas based on responses from staff.
					● Equity Inventories are being completed again this school year. These will be used throughout the school year at Ed Services Leadership Meetings where the focus will be on student learning based on student outcomes.
					● Sites will use the Equity Inventories with their Guiding Coalitions and on Embedded Coaching Days with Solution Tree coaches

	3rd Gr ELA Benchmark	**3 Trimester Averages:**
		ELA
		       2016-2017 2017-2018 +/-
		Gr 3 45 55 +10
		
		Student Groups: (unable to pull student groups for 2016-2017)
		           2017-2018
		SED: 51.7%
		Sp Ed : 44.1%
		ELs: 39.8%
		2017-2018 was our baseline data year as this data source (student groups) was added in 2018-2019.
			● See Goal 1.a and Above Recall Comments	● See Goal 1.a and Above Recall Comments	● The Equity Inventories look specifically at 3rd grade. See above for how the Inventories will be used this school year.

	ELPAC 3rd Gr Spring 2018	
		                ELPAC ELD
		      Avg Scale Performance Proficiency
		Gr Score ELPAC Level Level .
		3rd 1486.8 2.5 Expanding
		*Performance Levels 1-4
		**Proficiency Levels - Emerging, Expanding, Bridging
			See above for all grade levels.	See above for all grade levels.	See above for all grade levels.

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1.c: By June 30, 2019, 79% of SUSD students, **including identified student groups,** will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment, and/or district multiple measures. Current Reality: 42% as measured on 2018 SBAC.	DATA SOURCE	**RESEARCH** *Using the data sources, report the facts. Looks for trends or areas of concern. Look for areas of success. This is an objective data discovery.*	**RECALL** *Focusing on current & prior years, recall the realities of classroom, school, district program & practice. What happened? Facts only - no conjecture. Focus on what you can control.*	**REFLECT** *Connect performance with current/prior year practices, programs & realities. Consider possible reasons. Be honest about what occurred & how that may have impacted the data.*	**RESPOND** *What might be some possible ways to move forward? What actions in your 3 year plan need to be kept, removed, or revised. These responses should be directly to what was discovered in the reflection process.*

	SBAC -
	
	DFM and % Met/Exceeded
	
	Including Student Groups SED, SpEd, ELs
		Grades 3-8:
		     2016-2017 2017-2018 +/-
		 Goal: Baseline Goal 57% -14.68%
		 Actual: 38.26% 42.32% + 4.06%
		 This goal was short of being met by -14.68%, although there was growth of +4.06%.
		
		 Distance From Met (DFM): (cohort IO Education)
		     2016-2017 2017-2018 +/-
		 Gr 3-8 -32.0 -26.0 +6.0
		 2016-2017 was our baseline year as this data source (DFM) was added in 2018-2019.
		
		 Student Groups:
		     2016-2017 2017-2018 +/-
		 SED: 27.69% 31.07% +3.38%
		 Sp Ed: 13.48% 16.96% +3.48%
		 ELs: 13.67% 18.09% +4.42%
		 All groups made growth from 2016-2017 to 2017-2018. 2016-2017 was our baseline year as this data source (student groups) was added in 2018-2019.
			● Administrator on Special Assignment (AOSA) provided professional learning for Grades 4-6 at all school sites. Instructional Coaches provided PL for Grade 3.
			 ● AOSA did not complete all schools due to being pulled in December to provide additional support for Director of SSS because of interim placement for Director of SpEd.
			 ● Embedded Coaching (Solution Tree) at all sites focused on evidence of student learning through the PLC and Response to Intervention Process
			 ● Site administrator left in Nov 17 leaving the site without consistent leadership as related to middle school achievement
				● Sites embraced the Embedded Coaching process and gained clarity on what students should know and be able to do
				 ● District and all sites completed an Equity Inventory with Dr. Muhammad which resulted in focusing on student groups as well as all students when analyzing data
					● Middle Schools have implemented Math 180 for students who are below grade level based on identified cut points.
					 ● Professional Learning for Grades K-2 in Eureka Math
					 ● Equity Inventories are being completed again this school year. These will be used throughout the school year at Ed Services Leadership Meetings where the focus will be on student learning based on student outcomes
					 ● Embedded Coaching Year 2 has been implemented in 2018-2019 with the same focus on evidence of student learning and intervening when students don't learn
					 ● Instructional Coaches have been assigned to content areas based on responses from staff
					 ● The CIA Council was implemented to address the need for teacher engagement in decision making
					 ● Revised Pacing Calendars so math major clusters are given more emphasis

	District Math Benchmark	**3 Trimester Averages:**
		 MATHEMATICS
		       2016-2017 2017-2018 +/-
		 1st: 79 76 - 3
		 2nd: 75 82 + 7
		 3rd: 67 67 0
		 4th: 67 62 - 5
		 5th: 62 58 - 4
		 6th: 62 65 + 3
		 7th: 44 53 + 9
		 8th: 50 63 +13
		
		 Student Groups: (unable to pull student groups for 2016-2017)
		              2017-2018
		 SED: 60.5%
		 Sp Ed: 51.0%
		 ELs: 51.1%
		 2017-2018 was our baseline data year as this data source (student groups) was added in 2018-2019.
			See above and these additional recalls:
			 ● Grades 4-8 teachers worked in collaborative teams to develop district benchmark assessment aligned to essential standards
				See above and these additional responses:
				 ● Grades 4-8 teachers worked in collaborative teams to develop district benchmark
					See above and these additional responses:
					 ● Grades 1-3 teachers will work in collaborative teams to develop district benchmark assessment aligned to essential standards

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3 YEAR PLAN - EDUCATIONAL SERVICES DEPARTMENT - DATA ANALYSIS PROTOCOL - FALL 2018

Tech Goal #1: By the end of June 2019, curriculum will be in place and initial Cyber Citizenship content will have been delivered to staff. Current Reality: 58% of teachers spend 3 hours or less on this per year. Goal: Decrease this percentage to 45% by the end of 2019.	DATA SOURCE	**RESEARCH** *Using the data sources, report the facts. Looks for trends or areas of concern. Look for areas of success. This is an objective data discovery.*	**RECALL** *Focusing on current & prior years, recall the realities of classroom, school, district program & practice. What happened? **Facts only** - no conjecture. Focus on what you can control.*	**REFLECT** *Connect performance with current/prior year practices, programs & realities. Consider possible reasons. Be honest about what occurred & how that may have impacted the data.*	**RESPOND** *What might be some possible ways to move forward? What actions in your 3 year plan need to be kept, removed, or revised. These responses should be directly to what was discovered in the reflection process.*
	BrightBytes/	Teachers report they spend less than 3 hours per year teaching digital citizenship: 3/2017 10/2017 +/- 3/2018 +/- 73% 68% -5% 58% -10% *A decrease of 10% over three collection periods (for this metric a decrease shows growth).*	• Information overload, separate the descriptions for why it is important from the actual curriculum • Eliminate the school certification process from the curriculum, but still make it available for those sites interested • Simplify presentation of curriculum to make it easier for teachers	• Students appear to have difficulty connecting what they are learning regarding Digital Citizenship, with personal use of technology. • Disconnect with number of discipline related digital citizenship issues, and classroom instruction.	• Resources For Successful Digital Citizenship (PD Resources i.e. EETT Blog Resources) • Simplified format for teachers to access Digital Citizenship curriculum • Reformatted the accountability completion form • Google Classroom is being used to organize teacher access to curriculum • Foster urgency of Digital Citizenship throughout the school year; weaving teachable moments and interdisciplinary teaching opportunities to review digital citizenship concepts. • Instructional Coaches trained on how to pull "Insights" out of BrightBytes that will provide guidance on how to weave Digital Citizenship lessons into instruction
	Completion of Digital Citizenship Lessons	9/2017 - Social studies teachers in the middle schools (34 teachers) Completed. 9/2017 -191 teachers completed the K-5 CSM Digital Citizenship lessons (CIPA Requirement) 11/2017 - Social Studies Teachers - ("A Creator's Responsibilities," and "Identifying High Quality Sites") Grade 6 - 12 Teachers Grade 7 - 11 Teachers, Grade 8 - 13 Teachers			