

# Attachment C

## Leading Indicators for College & Career Readiness:

Grade 3 Reading

Grade 8 and 9 Mathematics Success

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# Presentation Objectives

1. Share data on leading indicators for College & Career Success to include:
  - a) Percentage of Grade 3 Students Reading at Grade Level
  - b) Grade 8 and 9 Math Success
  
2. Share next steps to improve student performance related to these measures.

# Overall Data Trends for Grade 3 Reading

1. Out of our 10 local, comparative and aspirational districts, SBCUSD (37.7%) ranks 5<sup>th</sup> out of 10 districts in the percentage of Grade 3 students Meeting and Exceeding Standards on CAASPP testing.
2. In 2018, most student groups indicated positive change on Grade 3 CAASPP testing.
3. Our lowest performing student groups in meeting and exceeding standards on Grade 3 CAASPP in 2018 were our African American (24.9%), English Learner Only (21.3%), and Students with Disabilities (15.1%) student groups.
4. Overall District performance on our leading indicators for grade 3 Reading, Developmental Reading Assessment for 2019 indicate that we are on track for positive change on the percentage of grade 3 students meeting or exceeding standards on the 2019 CAASPP administration.

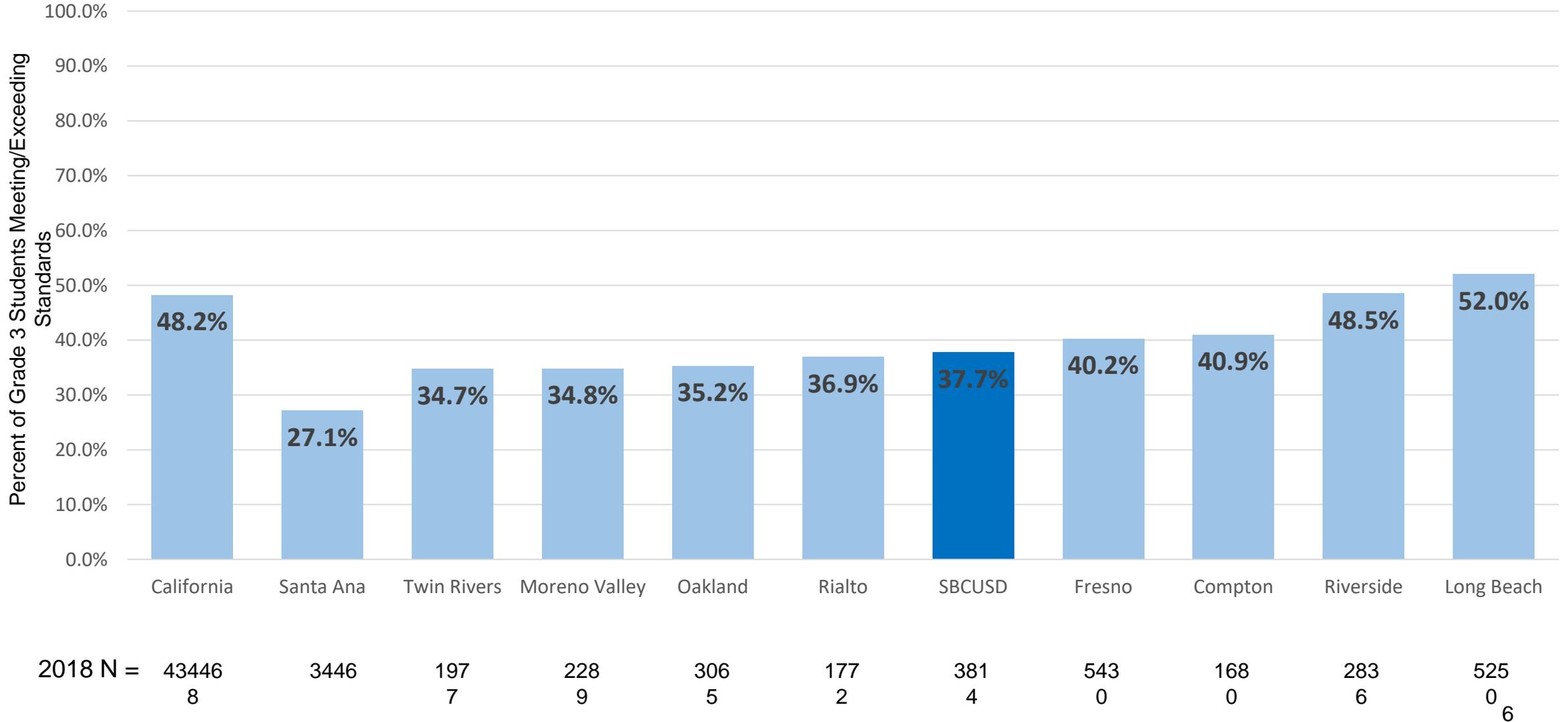
# Overall Data Trends for Grade 8 Mathematics Success

1. There is not a consistent pattern of positive or negative change based on Grade 8 Student Group performance on 2018 Mathematics CAASPP testing. The change for student groups ranged from -7.0 negative percentage point change to a 12.6 positive percentage points change. The district average (26.6%) indicated a 0.4 positive change for 2018.
2. Out of our 10 local, comparative, and aspirational districts, SBCUSD (26.6%) ranks 4<sup>th</sup> out of 10 districts in the percentage of Grade 8 students Meeting and Exceeding Standards on 2018 CAASPP testing.
3. Our lowest performing student groups on Grade 8 CAASPP Mathematics include English Learner Only (3.2%), Students with Disabilities (3.4%), American Indian (8.3%) and African American (14.4%) Student Groups.

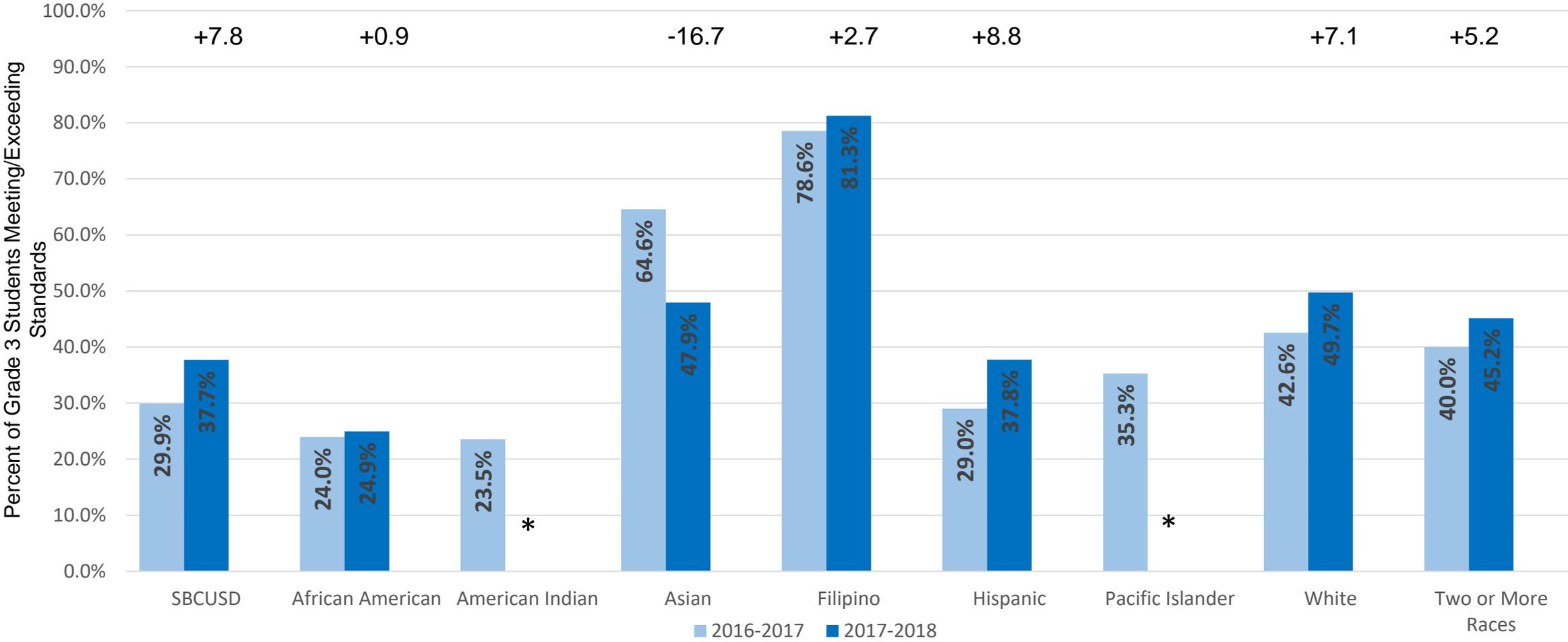
# Grade 3 Reading

# Local and Comparison Districts

## Grade 3 SBAC ELA - Students Meeting/Exceeding Standards



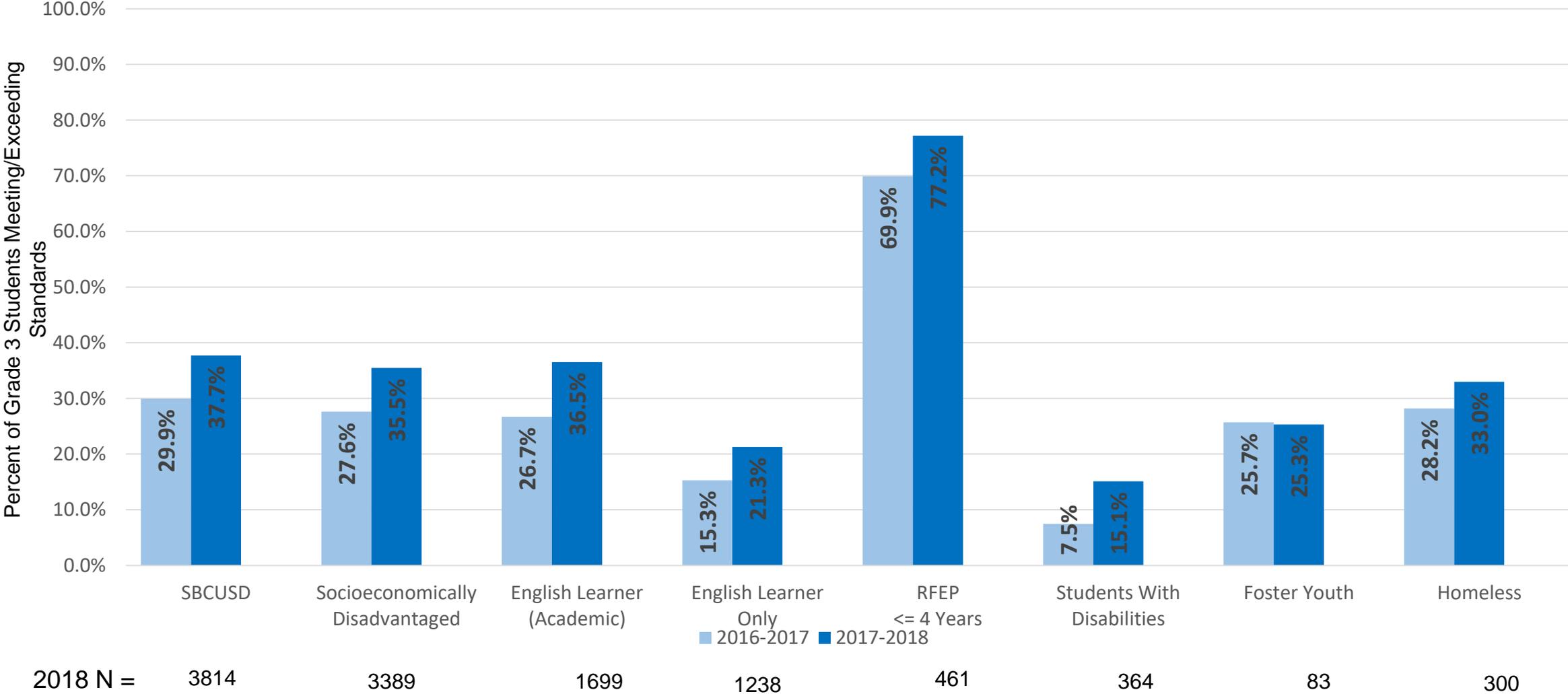
# Percent of Grade 3 Students Meeting/Exceeding Standards on CAASPP ELA



2018 N =      3814                      378                      10                      48                      16                      2863                      5                      193                      62

\* Fewer than 11 students reported as tested. Data suppressed.

# Percent of Grade 3 Students Meeting and Exceeding Standards on CAASPP ELA



2018 N = 3814

3389

1699

1238

461

364

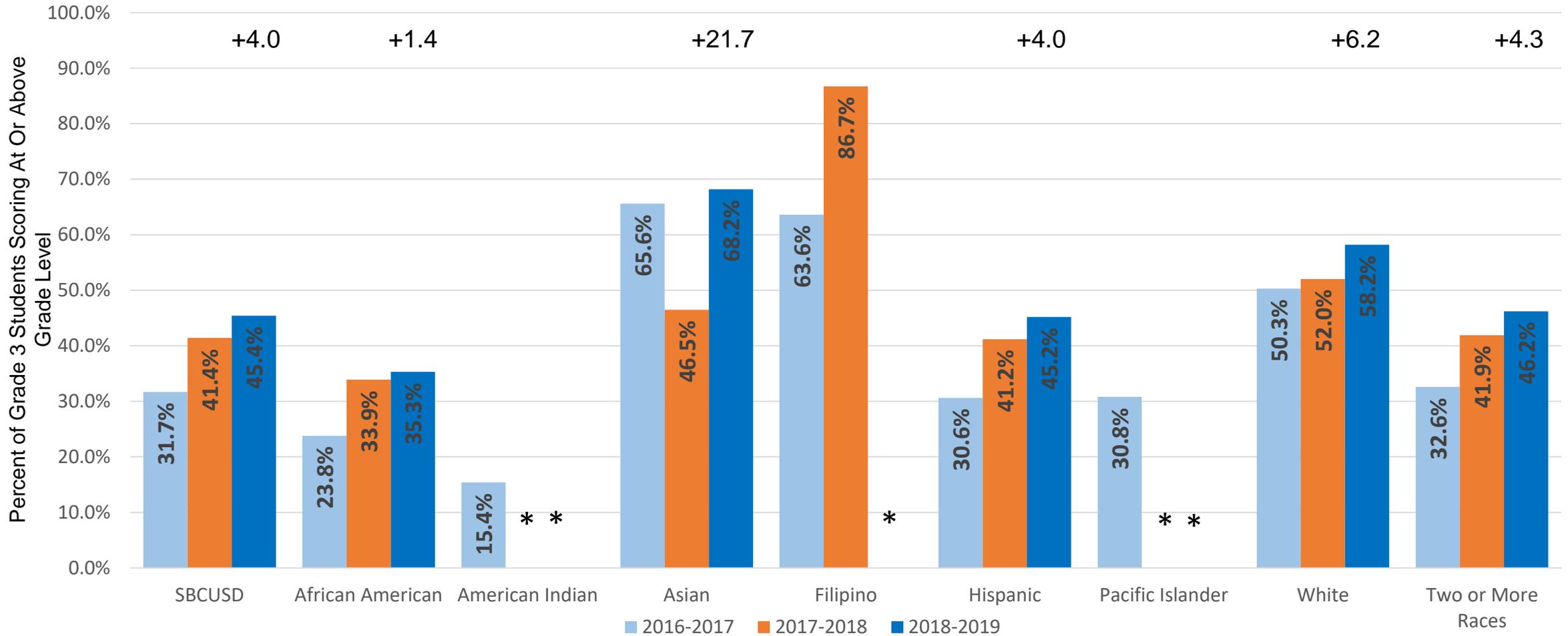
83

300

## About the Developmental Reading Assessment (DRA)

1. The Developmental Reading Assessment (DRA) is an individually administered assessment of a child's reading capabilities. It is a tool to be used by instructors to identify a student's reading level, accuracy, fluency, and comprehension.
2. SBCUSD administers the DRA as a diagnostic test in the fall for all Grade 3 students. Teachers can re-administer the assessment throughout the year to monitor student progress.
3. Grade level targets on the DRA developmentally progress throughout the year. It is a balanced literacy approach between reading behaviors and comprehension.

# Grade 3 Early Literacy - Students At Or Above Grade Level on the DRA



2018-2019 N

3191

303

5

44

5

2529

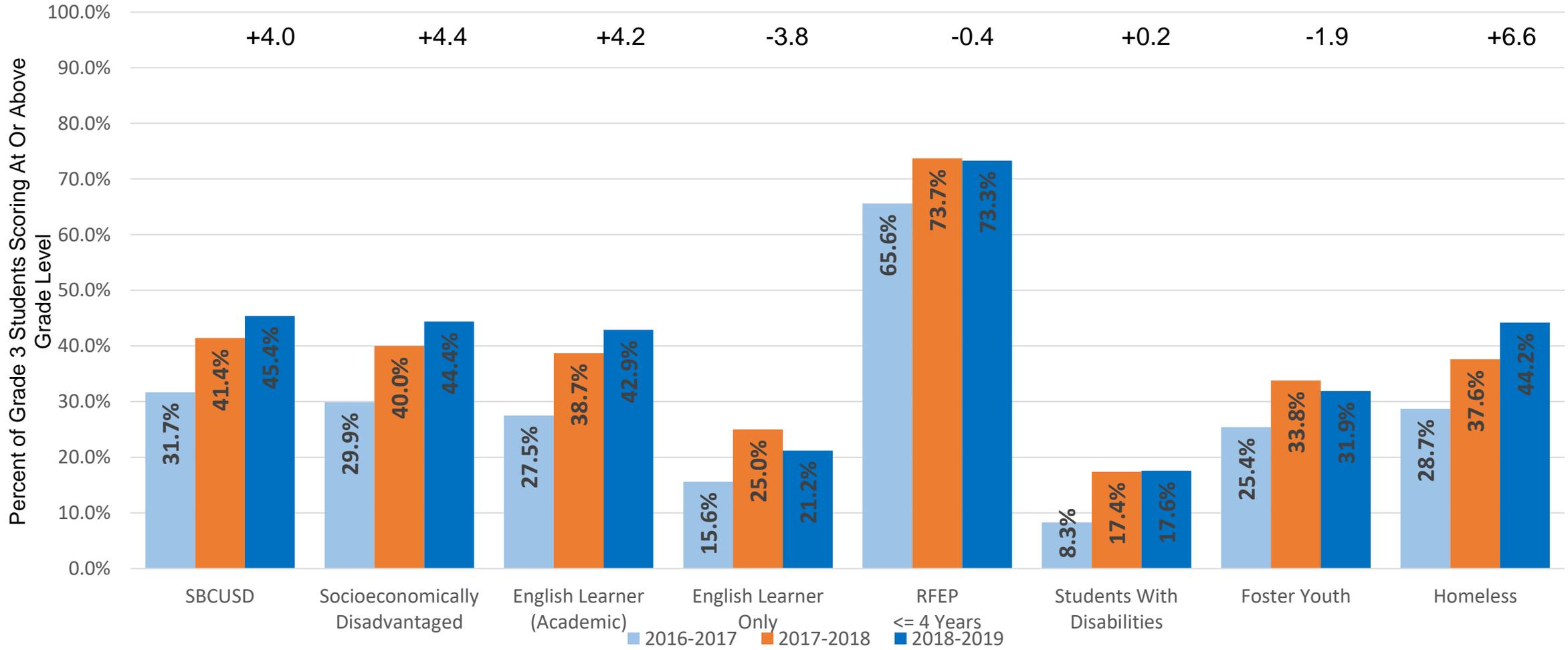
8

165

132

\* Fewer than 11 students reported as tested. Data suppressed.

# Grade 3 Early Literacy - Students At Or Above Grade Level on the DRA



2018-2019 N

319

290

143

835

595

289

69

292

||

1

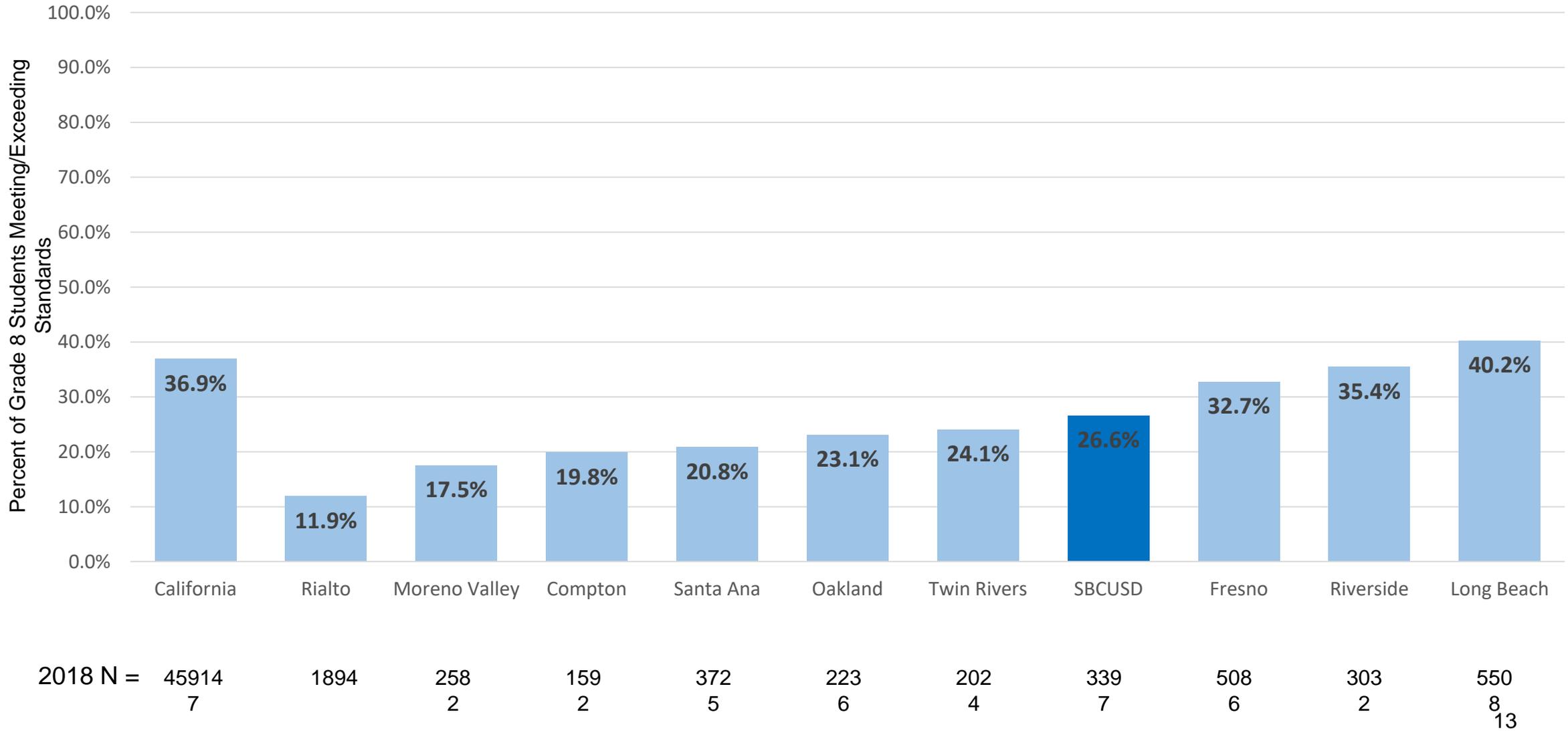
4

0

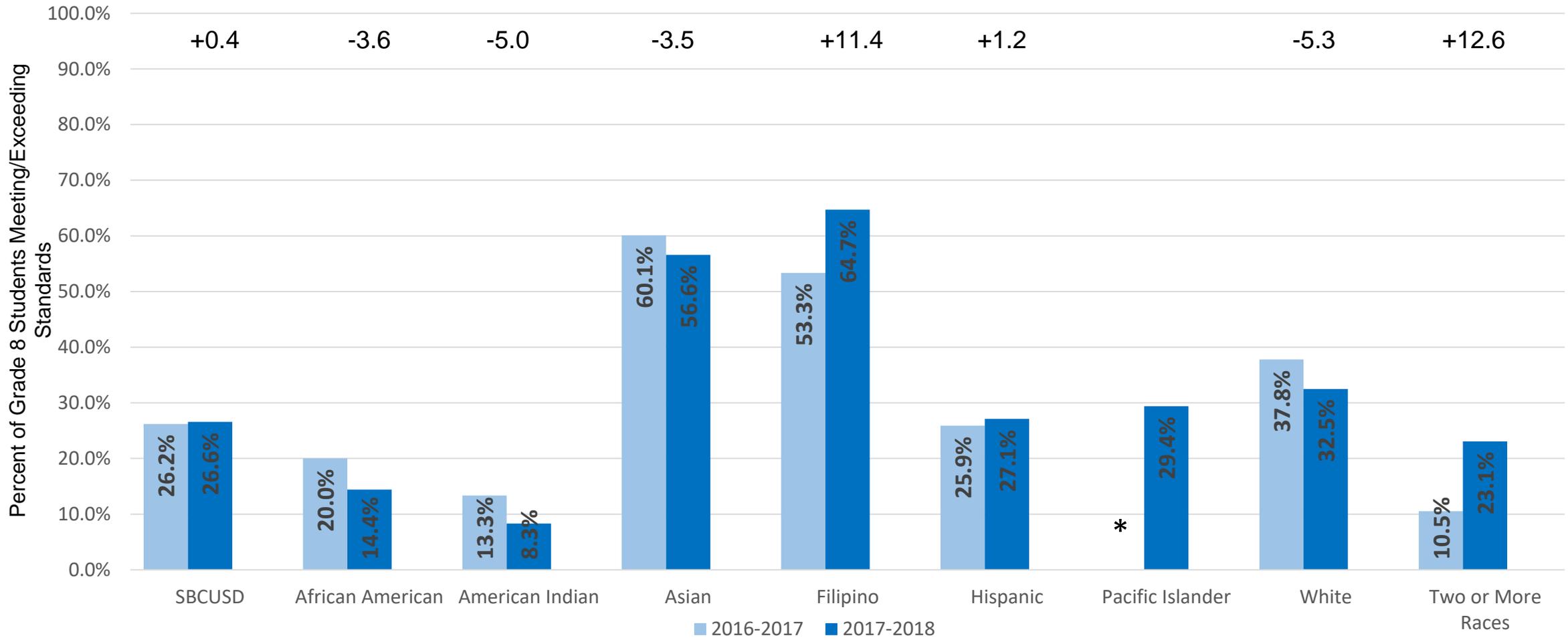
# Grade 8 Mathematics

# Local and Comparison Districts

## Grade 8 SBAC Math - Students Meeting/Exceeding Standards



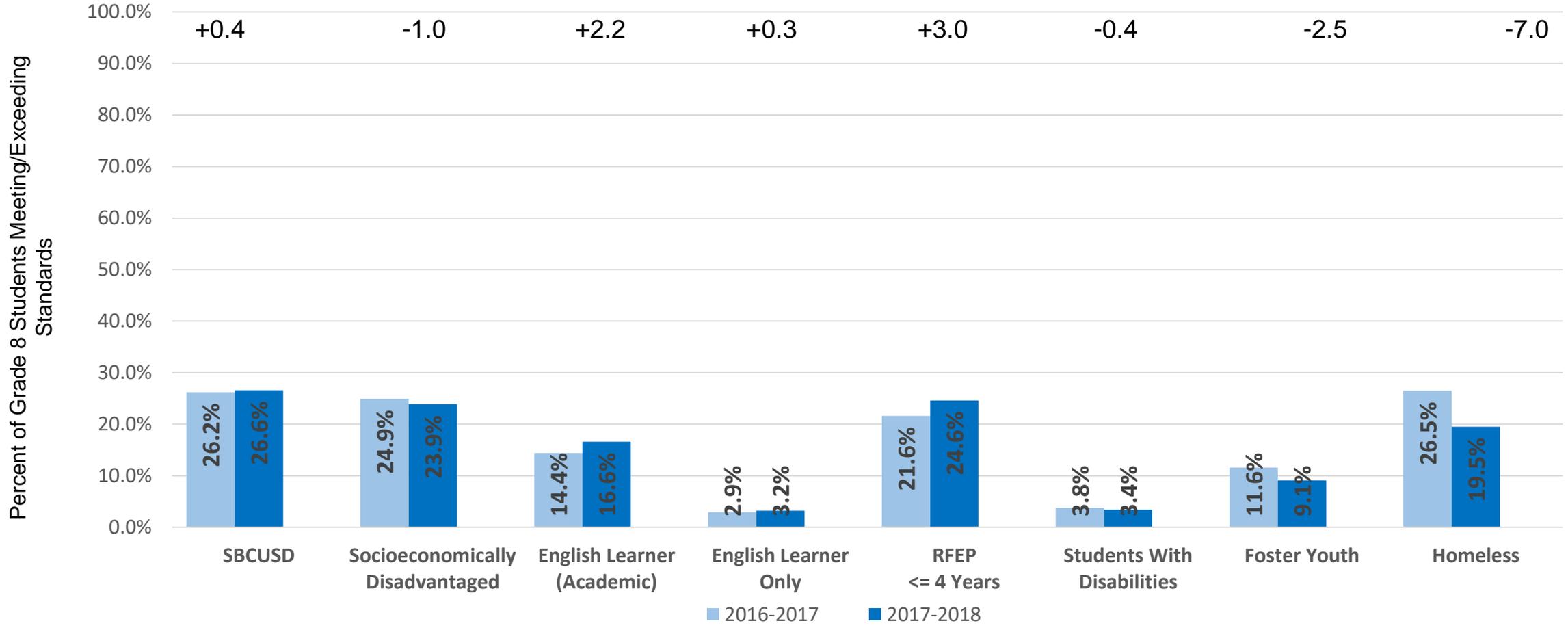
# Percent of Grade 8 Students Meeting and Exceeding Standards on CAASPP Mathematics



2018 N =    3397                      381                      12                      53                      17                      2634                      17                      173                      39

\* Fewer than 11 students reported as tested. Data suppressed.

# Percent of Grade 8 Students Meeting and Exceeding Standards on CAASPP Mathematics



2018 N =

3397

2998

1276

475

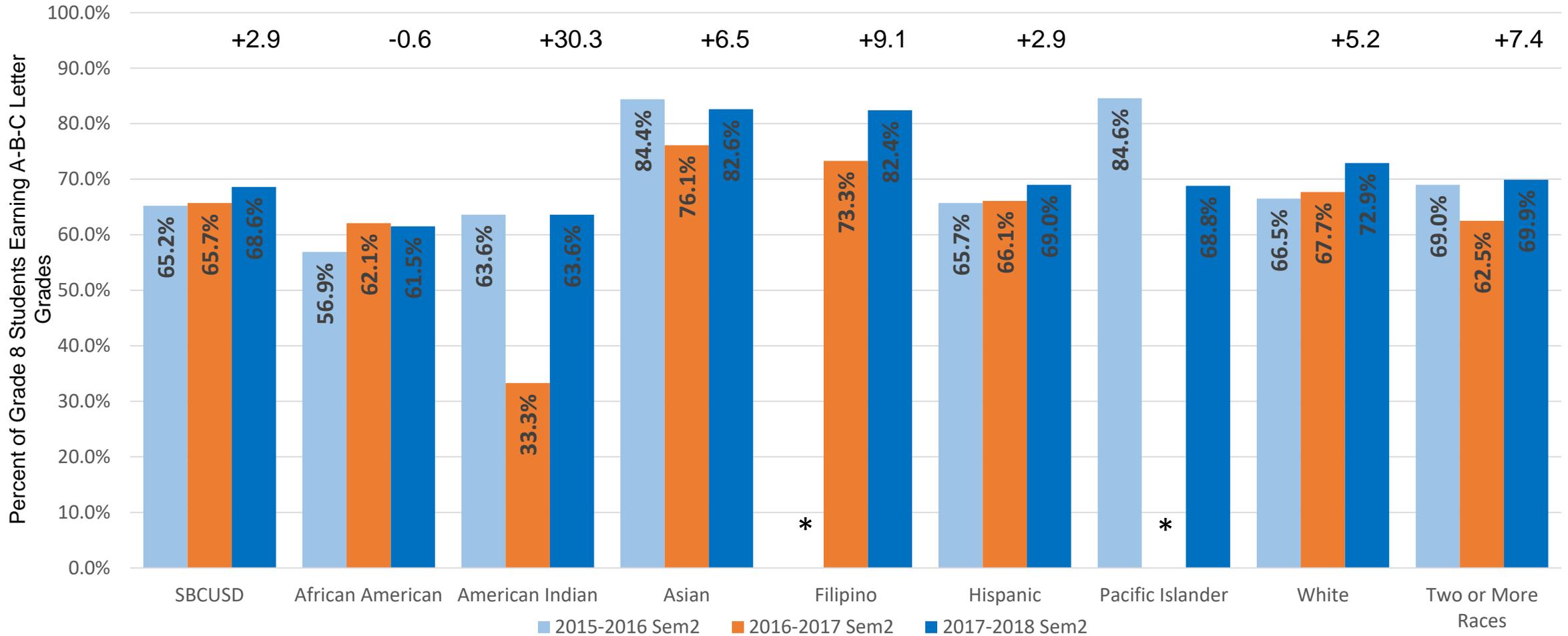
801

420

55

298

# Percent of Grade 8 Students Earning A-B-C Grades in Semester 2 Math Courses



2017-2018 N = 3422

379

11

46

17

2650

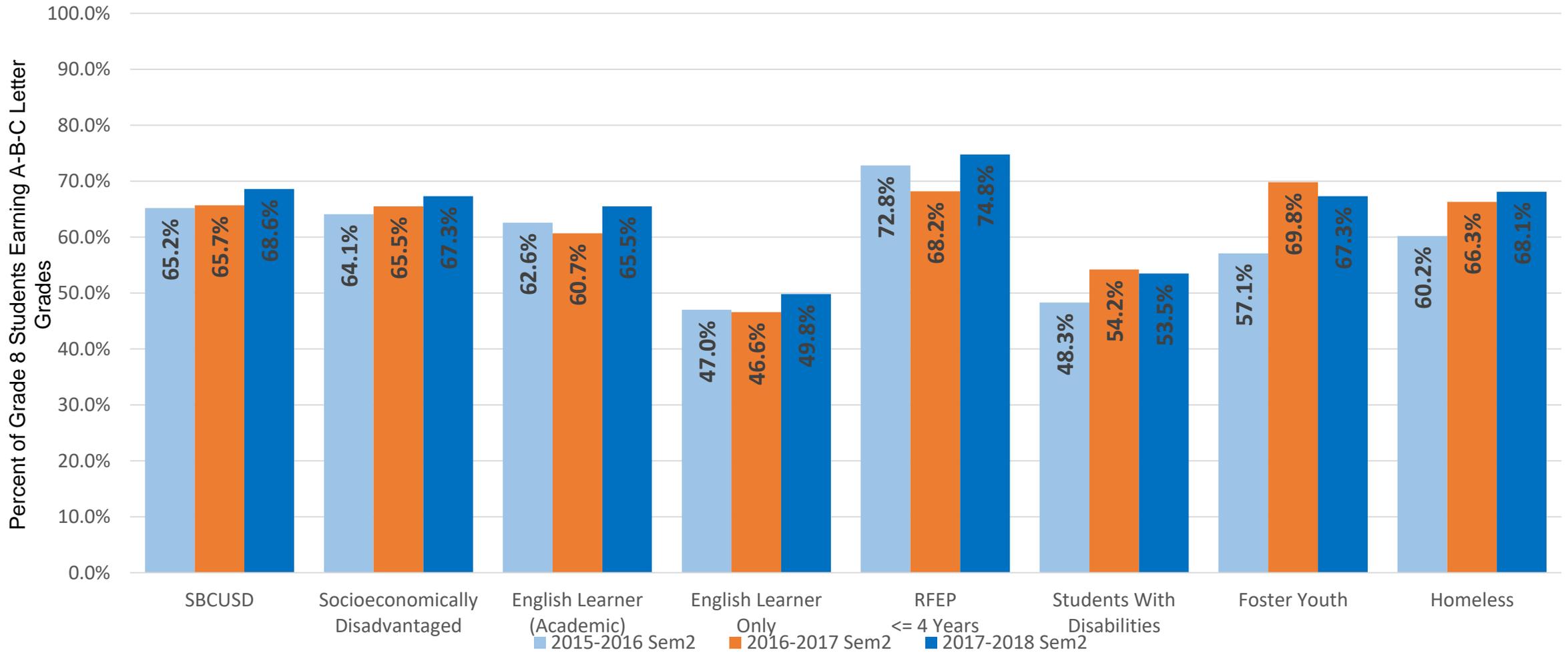
16

170

133

\* Fewer than 11 students reported as tested. Data suppressed.

# Percent of Grade 8 Students Earning A-B-C Grades in Semester 2 Math Courses



2017-2018 N = 3422

2770

1272

468

804

387

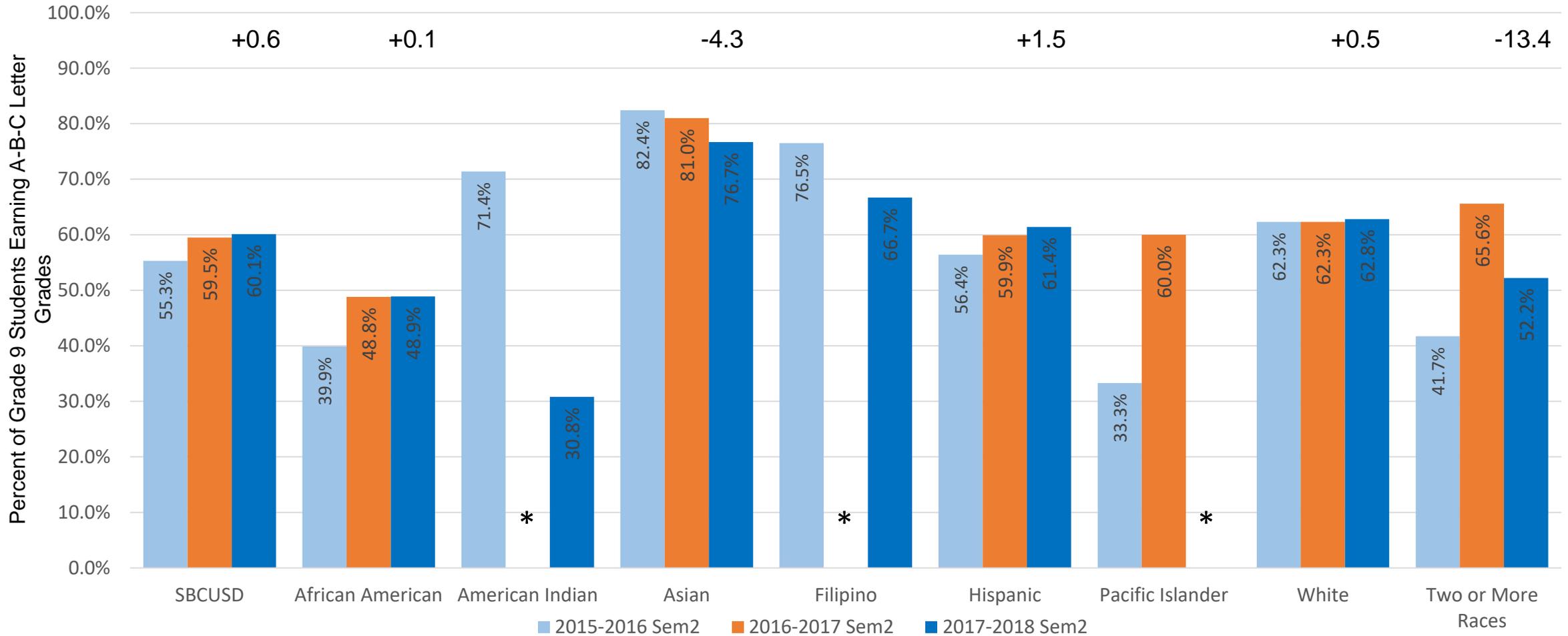
55

313

\* Fewer than 11 students reported as tested. Data suppressed.

# Percent of Grade 9 Students Earning A-B-C Grades in Semester 2 Math Courses

Percent of Grade 9 Students Earning A-B-C Grades by Race/Ethnicity



2017-2018 N = 3121

313

13

43

12

2470

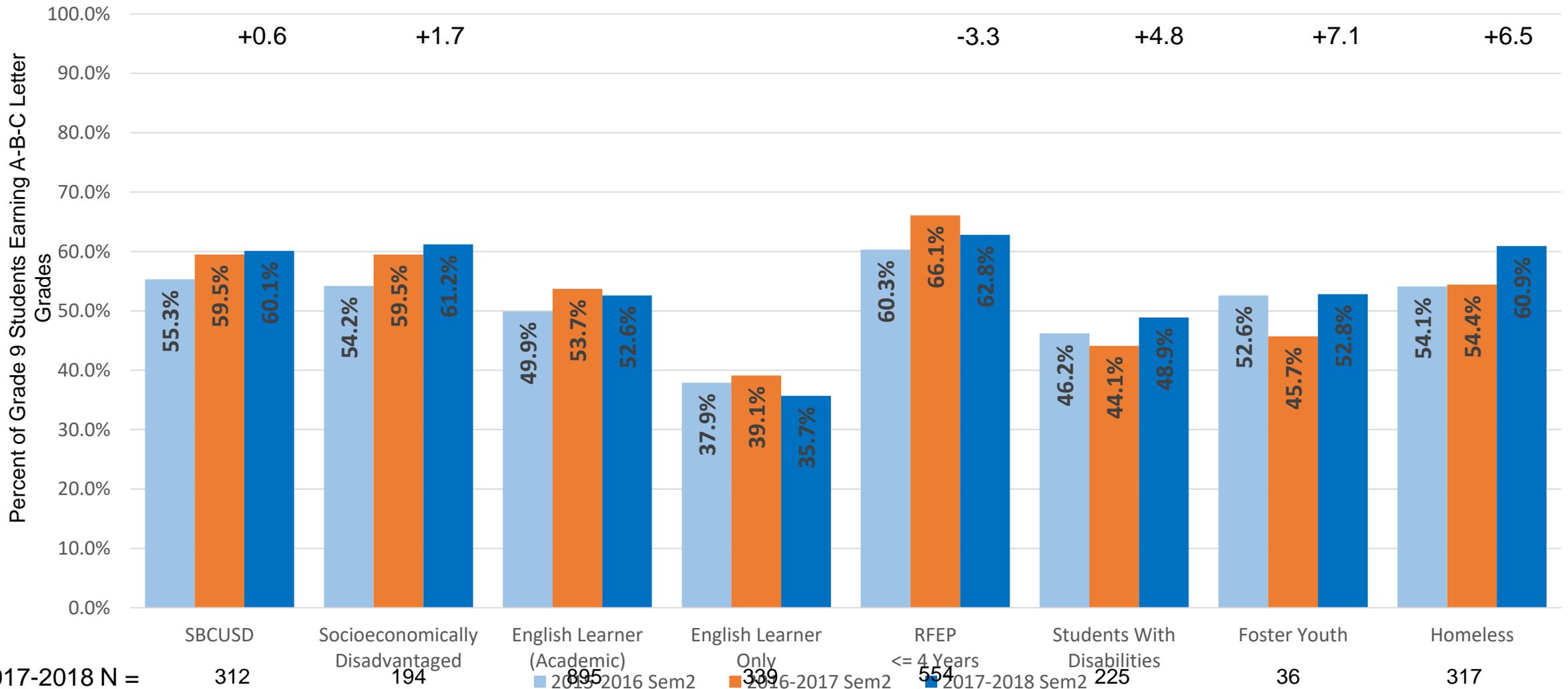
8

172

90

\* Fewer than 11 students reported as tested. Data suppressed.

# Percent of Grade 9 Students Earning A-B-C Grades in Semester 2 Math Courses



2017-2018 N =

312

194

895

339

554

225

36

317

\* Fewer than 11 students reported as tested. Data suppressed.

# Next Steps for Improving Student Learning and Outcomes

# Early Literacy Next Steps

1. Continue to provide research and professional learning opportunities to teachers and school leaders aligned to the District Literacy Plan.
2. Continue to build teacher capacity through professional learning in early literacy through focused professional learning in research through CORE (*Consortium on Reaching Excellence in Education*).
3. Create professional learning opportunities in the effective use of classroom formative assessment in early literacy for teachers and site leaders.

# Grade 8 & 9 Mathematics Next Steps

1. Continue to build teacher capacity through focused professional learning in mathematics through UCLA with priority on upper elementary grades, middle school and teachers teaching Grade 9 mathematics.
2. Create professional learning opportunities in the effective use of classroom formative assessment in mathematics for teachers and site leaders.
3. Continue to provide professional development to teachers and school leaders on evidence-based grading practices and student feedback systems to improve student learning and outcomes in mathematics.



# Heather Regalado, Principal Salinas Elementary Ruthie Wolverton, Grade 3

56.10% of Grade 3  
Students at Salinas  
Elementary are  
Meeting and  
Exceeding  
Standards on Grade  
3 ELA CAASPP

## 2017-18 Smarter Balanced Performance Summary

### Grade 3 ELA Summative

Teacher: Wolverton, Ruthie  
Site: SALINAS  
Poster Date: 17-18 | Y  
Grades: All  
English Proficiencies: All  
Reported Race: All Reported Races  
Gender(s): Male & Female  
Special Education: Special & Non Special Ed  
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

#### Overall Score Levels

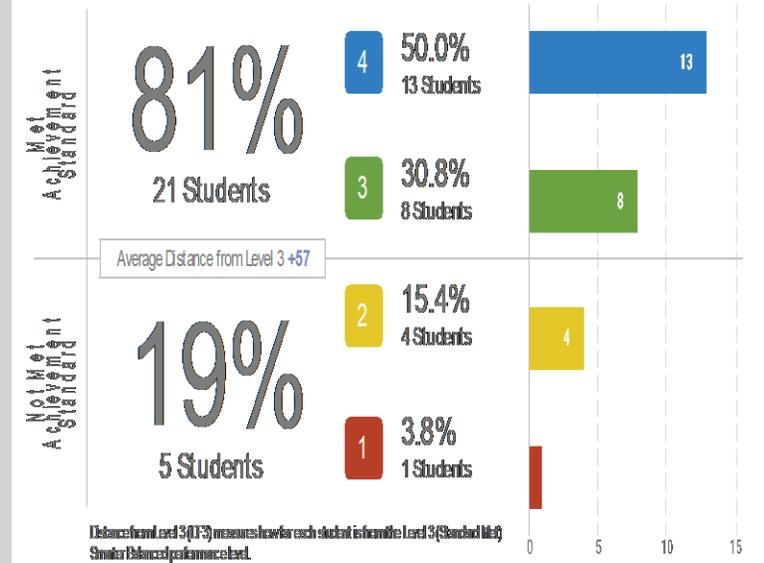
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

#### Claim Score Levels

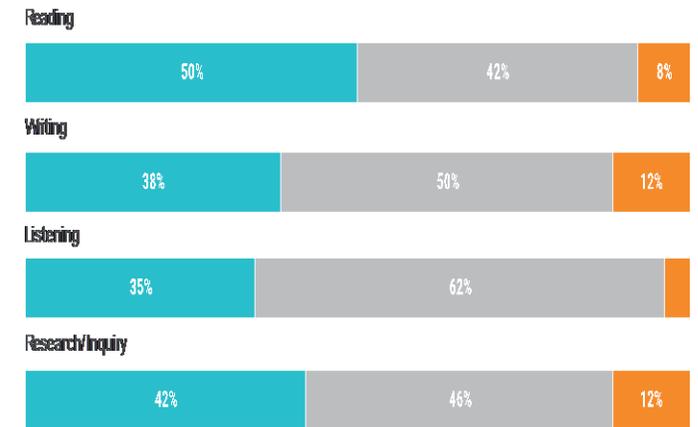
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 09/27/2019  
by Illuminate Education

Overall Performance: 26 students



#### Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Teachers: (100) Wolverton, Ruthie Students: All Students