

Board Report—Key Performance Indicator

2017-2018 California Assessment of Student Progress & Performance (CAASPP) Part II* October 16, 2018

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***All CAASPP scores for 2017-2018 in this presentation are based on the CDE Preliminary Research File
CA School Dashboard release is scheduled for December 2018**

Presentation Objectives

- 1) Review our understandings of the California School Accountability System
- 2) Share the 2018 “Status” and “Change” projected outcomes for elementary and middle school CAASPP English Language Arts/Literacy and Mathematics by Student Groups
- 3) Share Gap Analysis for the African American and English Language Learner Student Groups
- 4) Share District strategies to improve student performance

Overall District CAASPP Performance (2016/17 to 2017/18)*

- 1) SBCUSD status in English Language Arts is **-29.1** average scale score points, and we grew **6.7** average scale score points.
- 2) SBCUSD status in Mathematics is **-60.9** average scale score points, and we grew **2.1** average scale score points.
- 3) We anticipate that our Overall Performance Level for English Language Arts will remain **“Yellow”** and our Overall Performance Level for Mathematics will drop to **“Orange”** for 2017/18.
- 4) In both English Language Arts and Mathematics, the majority of schools are operating at the **“Low”** status range.

Overall District CAASPP Performance (2016/17 to 2017/18)*

- 5) **63%** (37/59) of schools increased in English Language Arts and Mathematics.

- 6) **64%** (7/11) TSSP schools *“Increased or Increased Significantly”* in English Language Arts and **54%** (6/11) schools *“Increased or Increased Significantly”* in Mathematics.

- 5) **African American** student group status in English Language Arts is **-55.0** and we grew **4.8** average scale score points.

- 6) **African American** student group status in Mathematics is **-96.2** and we declined **1.8** average scale score points.

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Overall District CAASPP Performance (2016/17 to 2017/18)*

- 9) **English Language Learner (Only)** student group status in English Language Arts is **-81.3**, and we grew **9.8** average scale score points.
- 10) **English Language Learner (Only)** student group status in Mathematics is **-96.6**, and we grew **1.7** average scale score points.
- 11) **Special Education** student group status in English Language Arts is **-119.8**, and we grew **.7** average scale score points.
- 12) **Special Education** student group status in Mathematics is **-156.3**, and we declined **7.2** average scale score points.

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← Change →

Academic Indicators and Performance Levels: Five by Five Color Tables

↑
Status
↓

Academic Indicator Five-by-Five Color Tables
English Language Arts/Literacy Assessment Five-by-Five Color Table

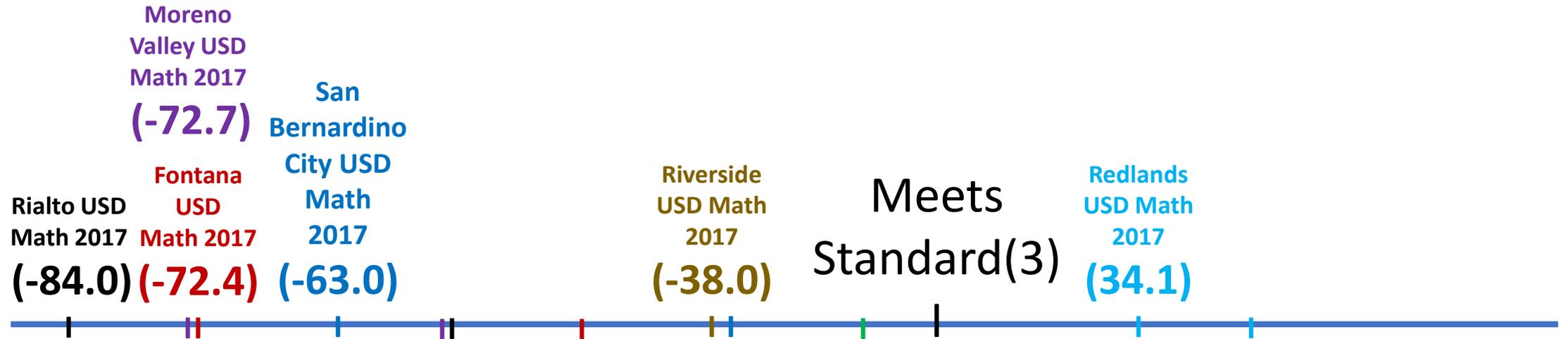
Level	Declined Significantly by more than 15 points (Change)	Declined by 3 to 15 points (Change)	Maintained Declined by less than 3 points or increased by less than 3 points (Change)	Increased by 3 to less than 15 points (Change)	Increased Significantly by 15 points or more (Change)
Very High 45 points or higher (Status)	Green	Green	Blue	Blue	Blue
High 10 to 44.9 points (Status)	Green	Green	Green	Green	Blue
Medium -5 points to +9.9 points (Status)	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70 points (Status)	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or lower (Status)	Red	Red	Red	Orange	Orange

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

2016-2017 CAASPP Comparison: Local Districts

Mathematics



English Language Arts



Projected Growth in ELA/Math (2017-2018)*

Mathematics

San Bernardino City USD Math 2017 (-63.0)

San Bernardino City USD Math 2018 (-60.9)

2017-2018 Math Growth "Maintained" 2.1 point gain



Meets Standard(3)

English Language Arts

San Bernardino City USD ELA 2017 (-35.8)

San Bernardino City USD ELA 2018 (-29.1)

0 2017-2018 ELA Growth "Increased" 6.7 point gain



Performance Levels:



Red (Lowest Performance)



Orange



Yellow



Green



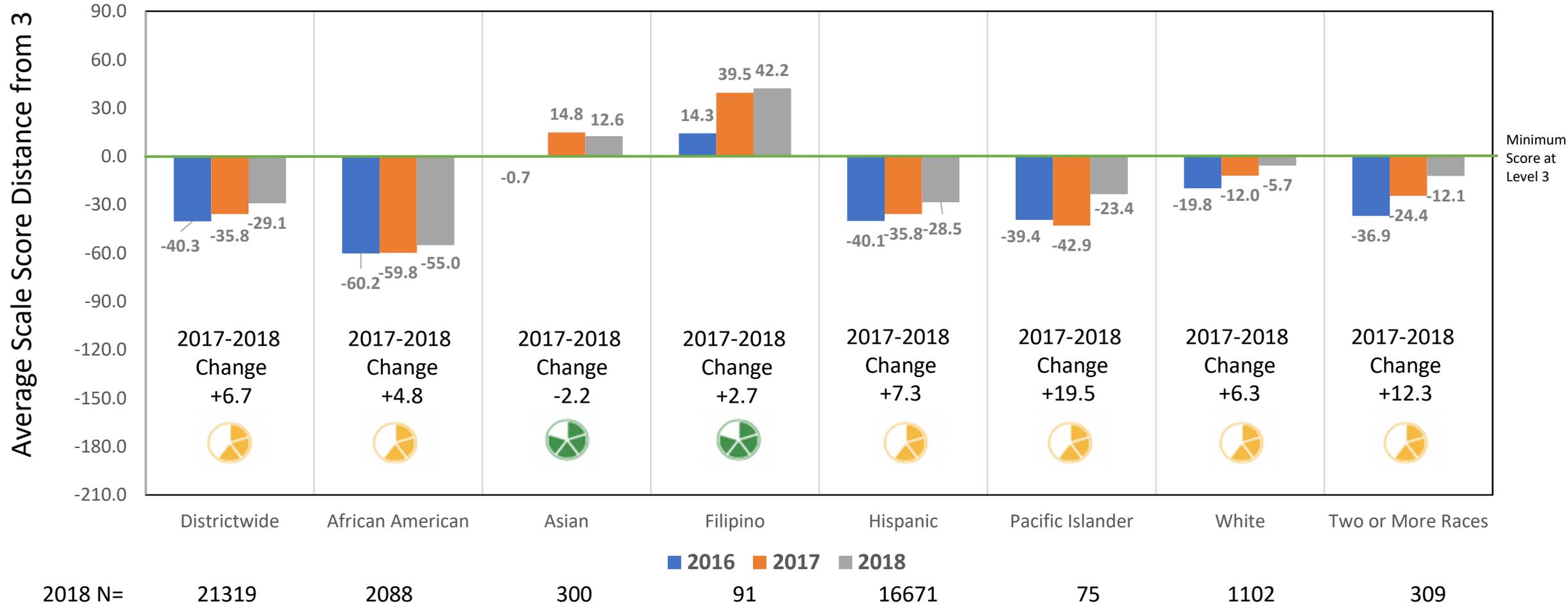
Blue (Highest Performance)

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Projected CAASPP Student Group Data 2016/17 to 2017/18*

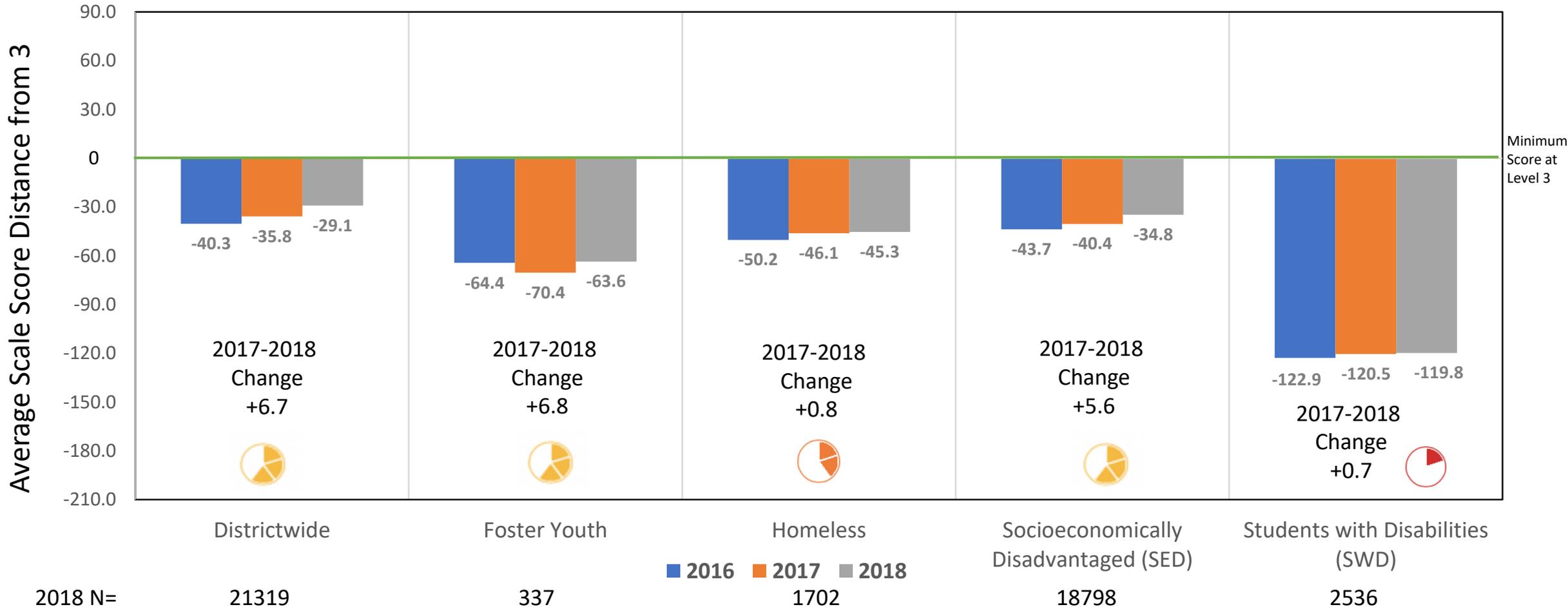
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CAASPP English Language Arts by Race/Ethnicity*



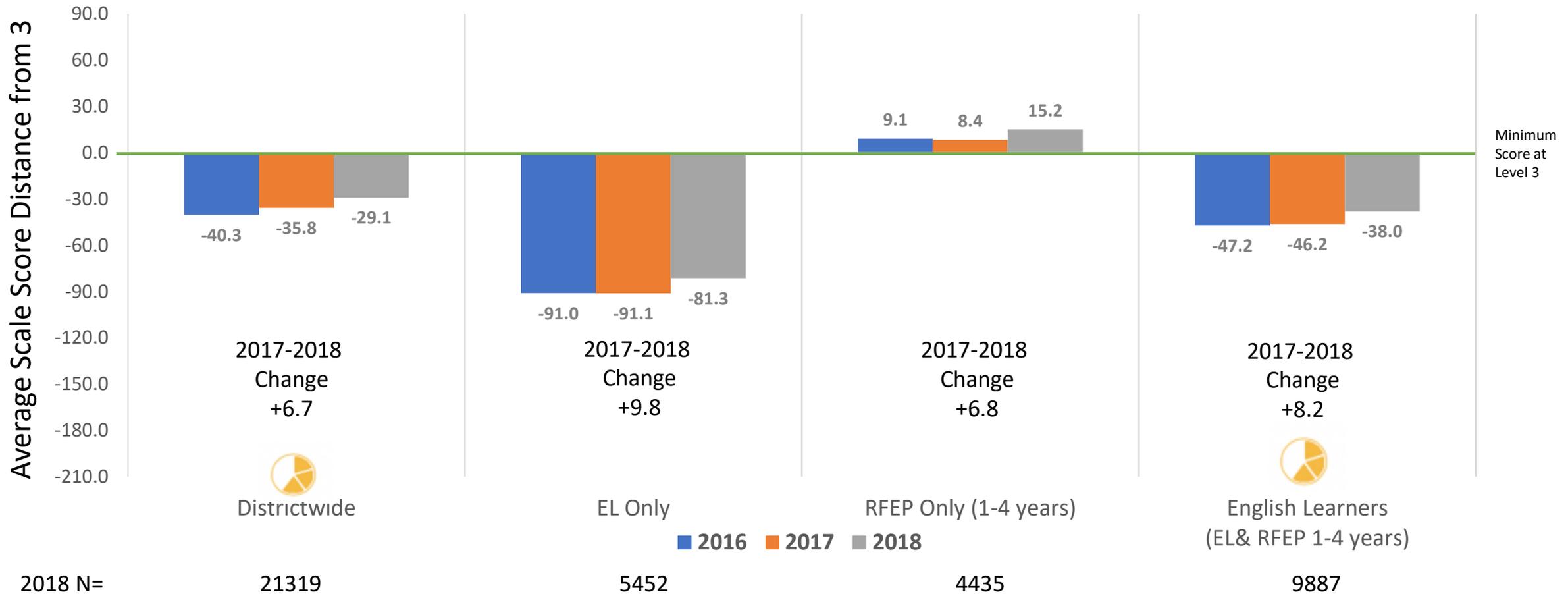
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CAASPP English Language Arts by Program*



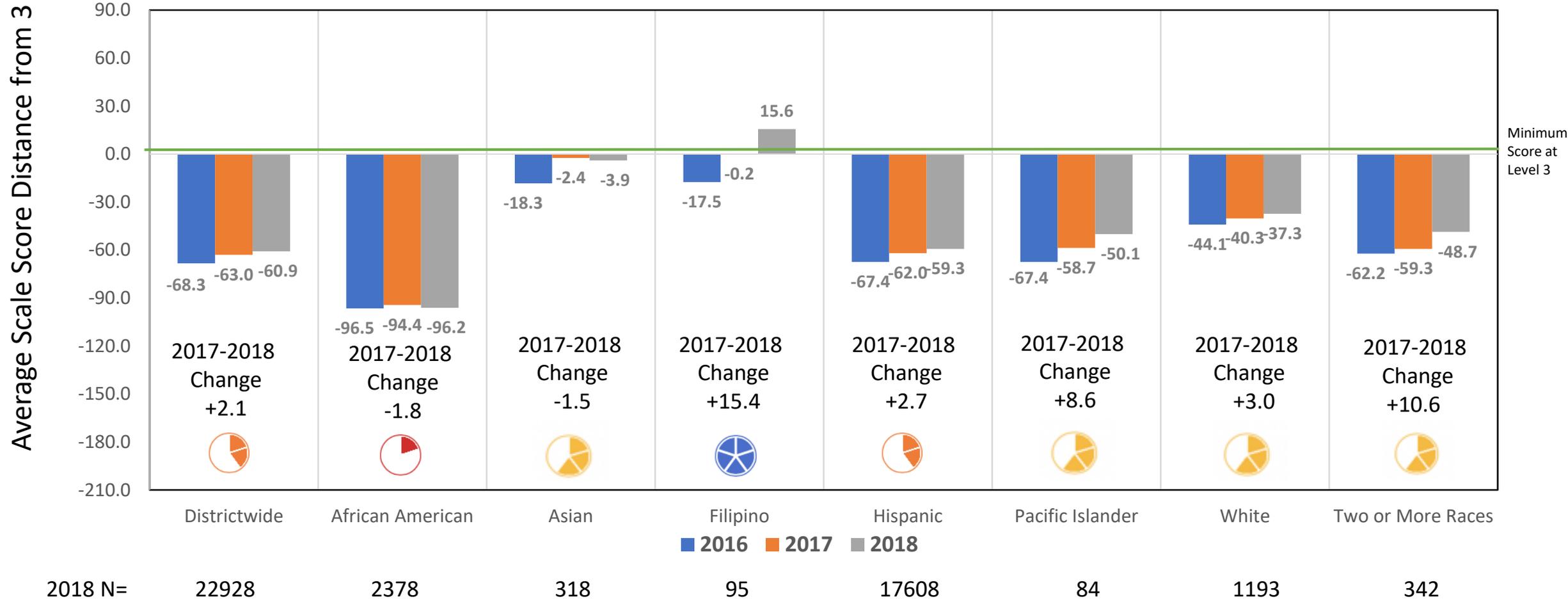
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CAASPP ELA English Learner Student Groups*



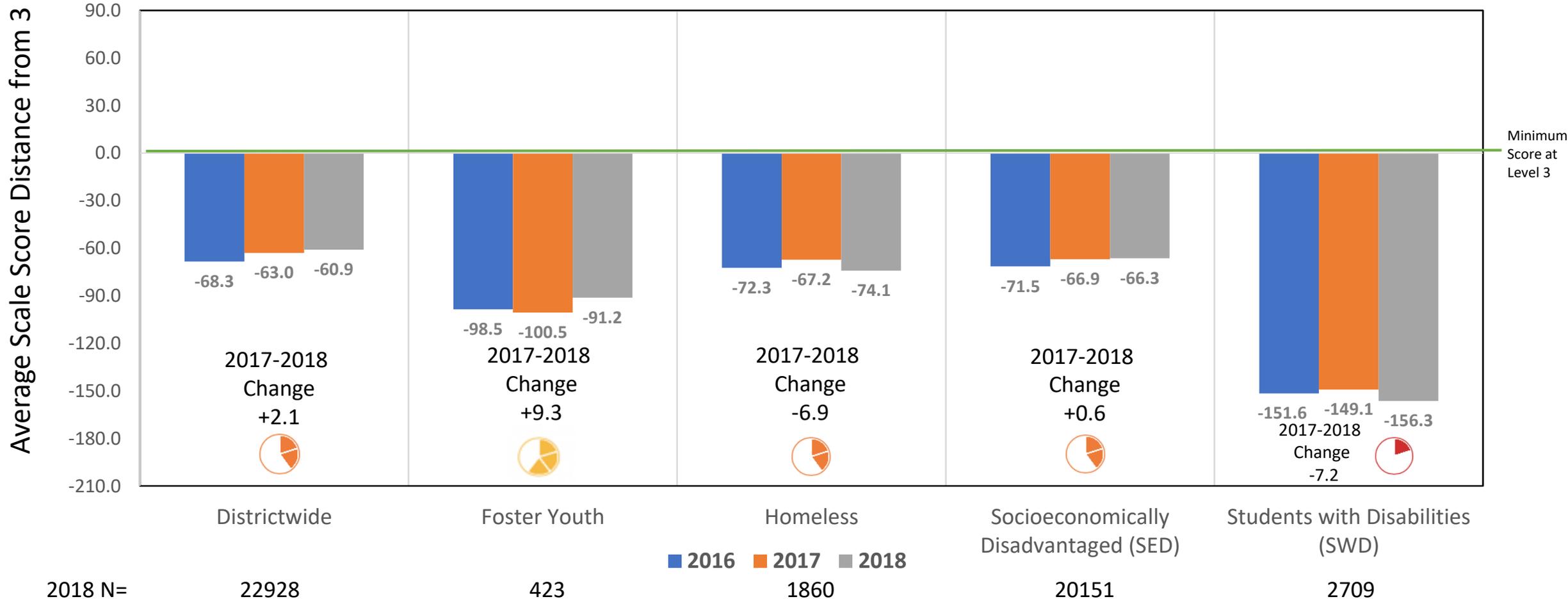
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CAASPP Mathematics by Race/Ethnicity*



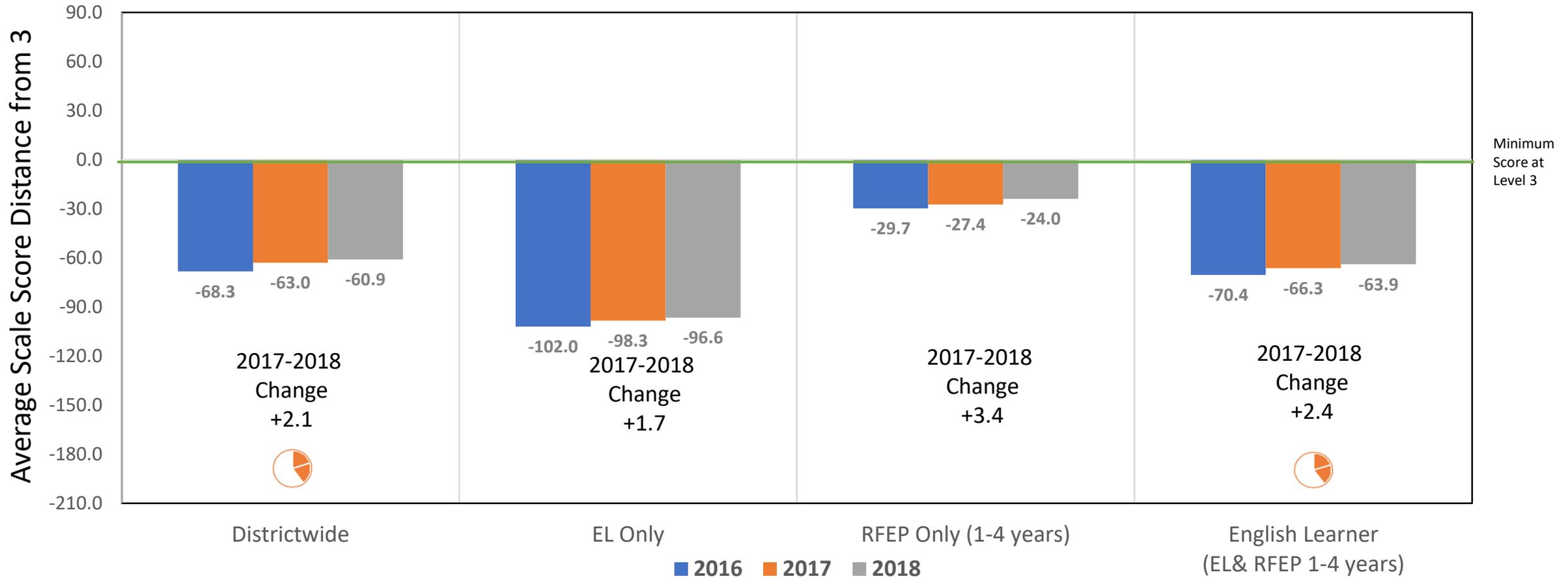
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CAASPP Mathematics by Program*



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CAASPP Mathematics English Learner Student Groups*



2018 N=

22928

5559

5452

10111

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Next Steps to Address the Overall CAASPP Trends

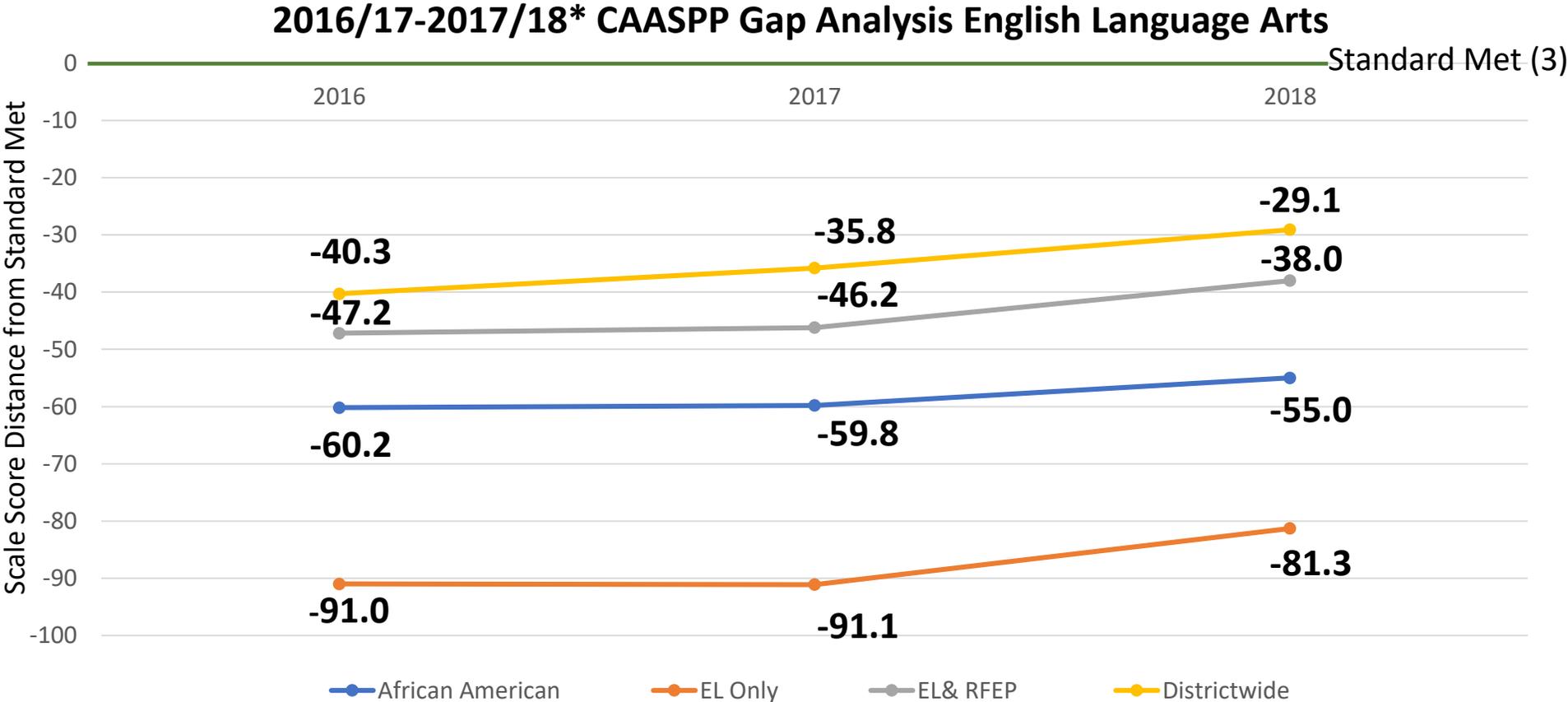
- 1) Continue to provide technical support, training, and coaching to site leaders to strengthen the alignment, quality, and impact of the ***Professional Learning, Professional Collaboration, & Instructional Supervision*** systems of schools.
- 2) Continue to build District & site leaders' capacity in **Data Literacy** to improve the use and quality of data interpretation and “*real-time*” response to the data using *Data Protocols*.
- 3) Continue to provide structured opportunities for **site leaders to collaborate** with one another, share practice, and build collective efficacy around evidence-based school and classroom practices.
- 4) Continue to grow the capacity of **Early Literacy teachers** (Pre-K to 5th grade) to provide professional learning opportunities for teachers; support the roll-out of the District's Early Literacy Plan; and train District support staff to provide training and coaching supports to teachers.
- 5) Continue to grow the capacity of **Elementary teachers in math** in collaboration with UCLA by providing professional development, coaching supports, and curriculum guide development.

Next Steps to Address the Overall CAASPP Trends

- 6) Expand current contracted consulting support facilitated by an **expert math trainer** (Dr. Walton) to include elementary schools that “Decreased” or “Significantly Decreased” in math (December 2018).
- 7) Continue to provide professional development, training, and coaching support to all **Secondary Math** teachers facilitated by UCLA.
- 8) The **Continuous Improvement Division** will continue to provide “*above & beyond*” training, supports, and progress-monitoring at all TSSP schools with a targeted focus on TSSP schools that are not demonstrating significant growth (*Shandin Hills, Barton, Del Rosa, Lincoln, and Monterey*).
- 9) Strengthen prevention and early intervention systems through a **Multi-tiered System of Supports (MTSS)** with a focus on African American, English Learners and Special Needs students.
- 10) Develop a 5-year strategic plan through in collaboration with the **Special Education Advisory** to implement recommendations outlined in the *West Ed* program review.

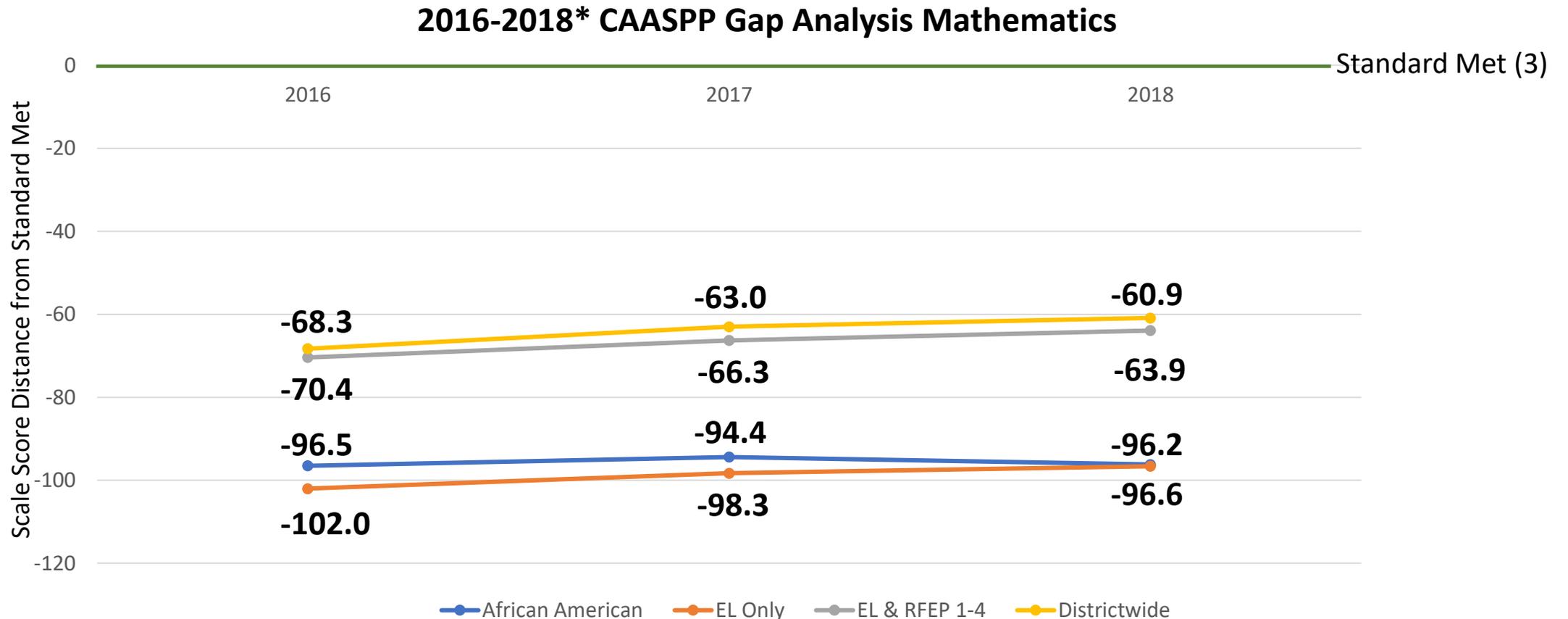
English Learner & African American
Student Group Gap Analysis
2016/17 – 2017/18

CAASPP English Language Arts Gap Analysis: English Learner & African American Student Groups



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CAASPP Mathematics Gap Analysis: English Learner & African American Student Groups



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Next Steps to Address Student Group Trends: English Language Learners

- 1) Convene a broad-based **District Task Force for Latino Student Achievement** to conduct a study of District and school systems; parent and student perspectives; and related emergent educational research, with the goal of accelerating the performance of non-English Language Learner, Latino students (January 2019).
- 2) Continue to implement the recommendations from a study **SBCUSD ELL Programs** conducted by *Hanover Research* for opportunities for improvements.
- 3) Continue to implement effective **ELL Initiatives**, including the Multi-lingual and Long-Term English Learner (LTEL) action plans.
- 4) Continue to provide training to elementary/secondary teachers in **Integrated/Designated English Language Development (ELD)** instruction to include the use of effective progress monitoring tools; including ELD Portfolios, the Test of English Language Learning (TELL), and the use of the *Ellevation* data management.
- 5) Provide additional high school **ELL Counselors** (2 FTEs) to provide targeted support to students (3 FTEs Total).

Next Steps to Address Student Group Trends: African American Student Achievement

- 1) Continue to support the use of **Opportunity Gap Specialists** (OGS) assigned to TSSP schools, and expand these supports to non-TSSP schools whose African American student group *“Decreased”* or *“Significantly Decreased”* (December 2018).
- 2) Continue to train all District managers in **Cultural Proficiency** to better serve diverse students.
- 3) Provide **Professional Learning opportunities** aligned to the recommendations outlined in the *SBCSS Task Force for African American Student Achievement Report (Mitchell, 2016)*. (December 2018).
- 4) Reconvene the District’s Task Force for African American Student Achievement (January 2019).
- 5) Provide a quarterly **Data Dashboard** for all schools to monitor formative key performance indicators related to the achievement of African American students (December 2018)

Principal Speaker

Luis Chavez, Principal Holcomb Elementary School

Holcomb Elementary School (2017-2018)

Mathematics

2017-2018
Math Growth
18.4 scale score point
growth*
“Increased Significantly”



Holcomb
Elementary
Math 2017
(-57.5)

Holcomb
Elementary
Math 2018
(-39.1*)



Meets
Standard(3)

English Language Arts

Holcomb
Elementary
ELA 2017
(-45.5)

Holcomb
Elementary
ELA 2018
(-23.8*)

0

2017-2018
ELA Growth
21.7 scale score point
growth*
“Increased Significantly”

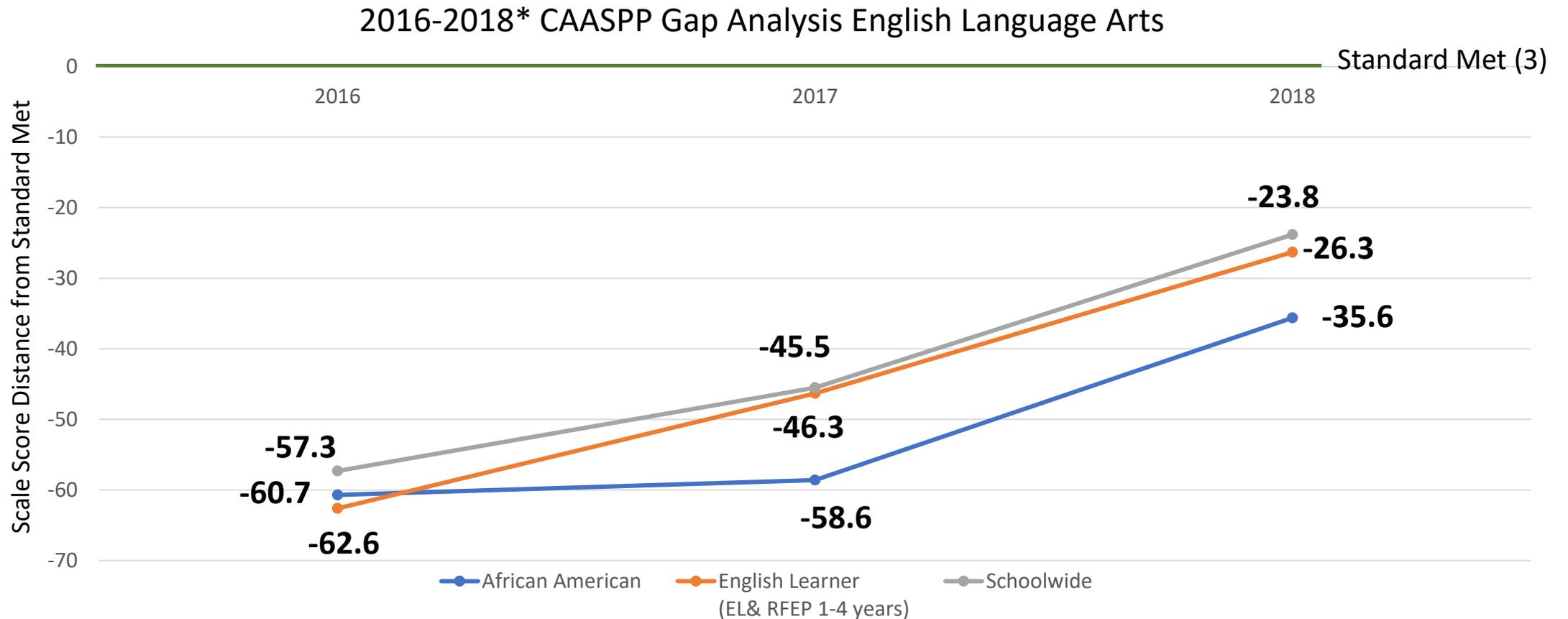


Performance Levels:

-  Red (Lowest Performance)
-  Orange
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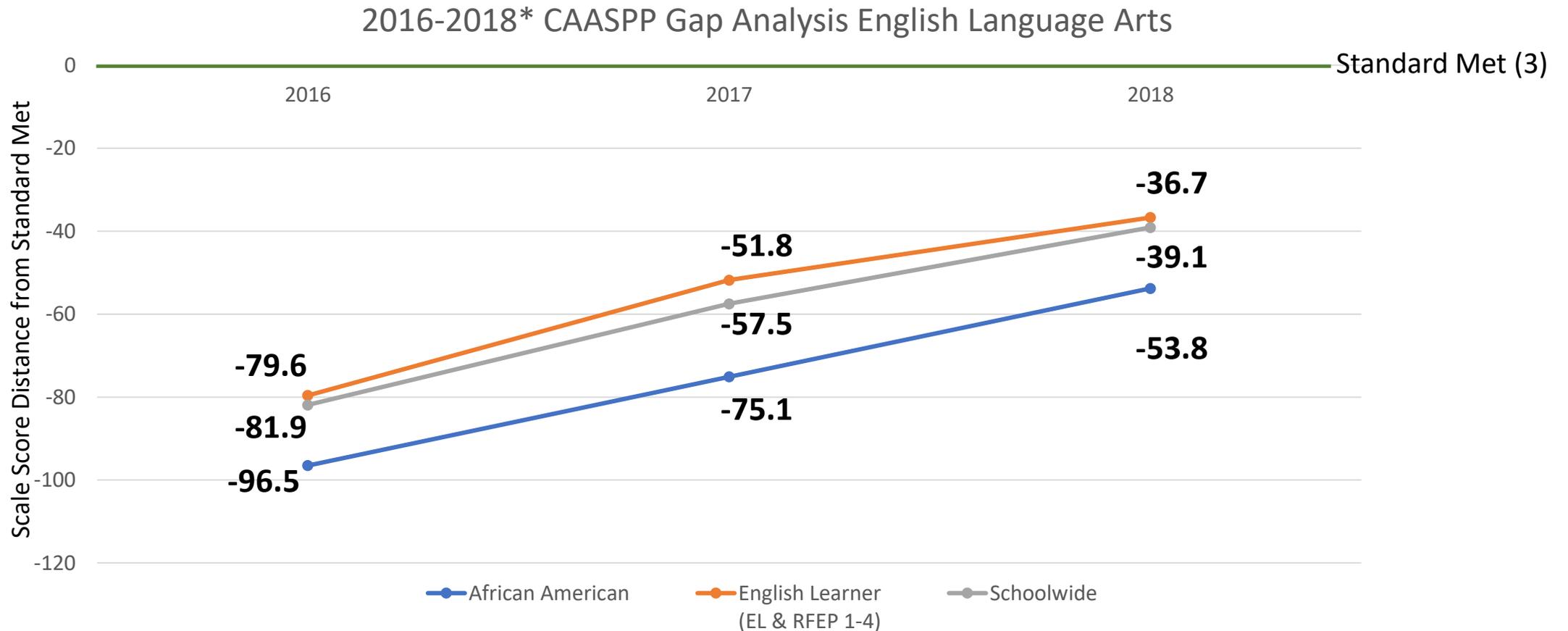
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Holcomb Elementary English Language Arts Gap Analysis: English Learner and African American Student Groups



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Holcomb Elementary Mathematics Gap Analysis: English Learner and African American Student Groups



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Questions