

# 2023-24 Student Outcomes Summative Data



# Student Outcomes

## 2023-24 Board Goals 1 & 2

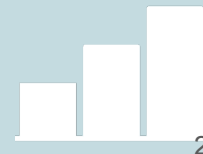
Foundational Reading Skills Assessment (FRSA)

SBAC ELA: Grade 3 overall & Grades 4-8 for Not Met

## 2023-24 Summative data

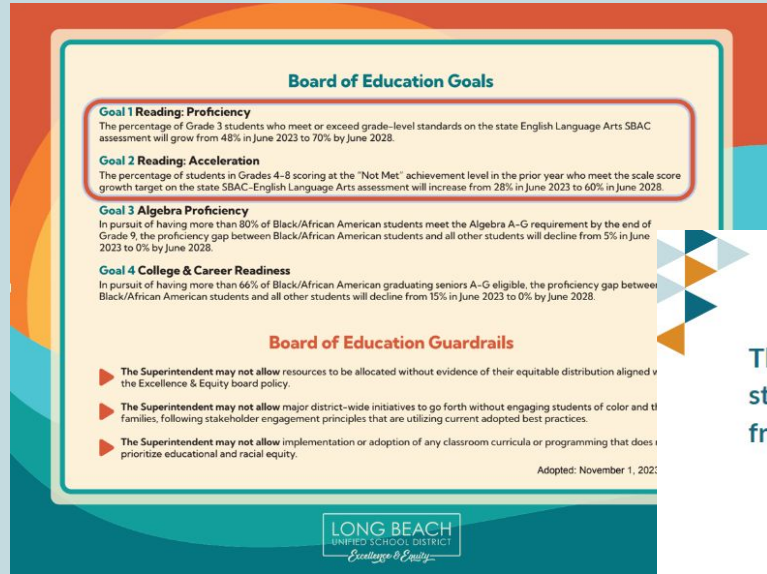
SBAC ELA & Math

CORE & Pulse Surveys



## 3

# Board Goal 1: Reading Proficiency



The infographic is titled "Board of Education Goals" and "Board of Education Guardrails". It lists four goals: Goal 1 Reading: Proficiency, Goal 2 Reading: Acceleration, Goal 3 Algebra Proficiency, and Goal 4 College & Career Readiness. Each goal has a brief description of the target. Below the goals are three guardrails, each preceded by a red triangle icon. The guardrails state that resources should be allocated equitably, major initiatives should engage all students, and implementation should prioritize educational and racial equity. The infographic is attributed to the Long Beach Unified School District, with the tagline "Excellence & Equity" and a date of adoption: November 1, 2022.

**Board of Education Goals**

**Goal 1 Reading: Proficiency**  
The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

**Goal 2 Reading: Acceleration**  
The percentage of students in Grades 4–8 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC–English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

**Goal 3 Algebra Proficiency**  
In pursuit of having more than 80% of Black/African American students meet the Algebra A–G requirement by the end of Grade 9 the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

**Goal 4 College & Career Readiness**  
In pursuit of having more than 66% of Black/African American graduating seniors A–G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028.

**Board of Education Guardrails**

- ▶ The Superintendent may not allow resources to be allocated without evidence of their equitable distribution aligned with the Excellence & Equity board policy.
- ▶ The Superintendent may not allow major district-wide initiatives to go forth without engaging students of color and their families, following stakeholder engagement principles that are utilizing current adopted best practices.
- ▶ The Superintendent may not allow implementation or adoption of any classroom curricula or programming that does not prioritize educational and racial equity.

Adopted: November 1, 2022

**LONG BEACH**  
UNIFIED SCHOOL DISTRICT  
*Excellence & Equity*

## Goal 1 Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

- ▶ English Language Arts SBAC results available each summer
- ▶ Students take SBAC for first time in Grade 3
- ▶ Leading Indicators
  - ▷ Foundational Reading Skills
  - ▷ i-Ready Reading Placement

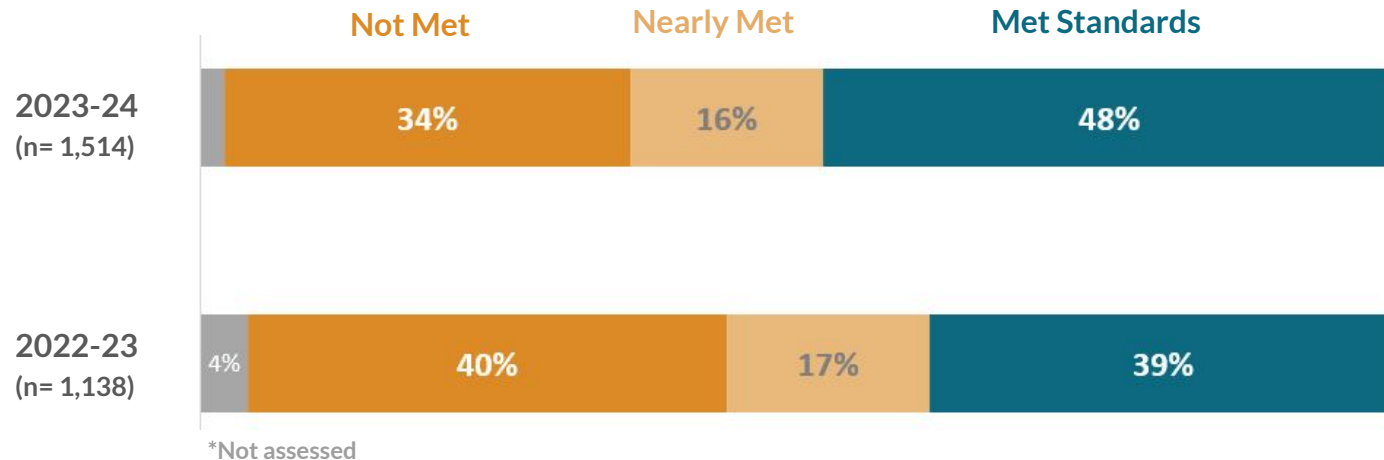
# Goal 1 Reading: Proficiency

2023-24 Data monitoring:  
Grades TK, K, 1 & 2 Foundation Reading Skills Assessment (FRSA)

CURRENT	2023-24
TK students	TK FRSA
Kinder students	K FRSA
Grade 1	Gr 1 FRSA & i-Ready
Grade 2	Gr 2 FRSA & i-Ready
Grade 3	Gr 3 i-Ready & SBAC

# Goal 1: FRSA Proficiency for Transitional Kindergarten

At the end of 2023-24, nearly half of Transitional Kindergarten (TK) students were proficient or met standards for overall FRSA proficiency.



The number of students enrolled in TK increased considerably, and an **additional 9% Met** in 2023-24 over 2022-23.

# Goal 1: FRSA Proficiency for Grades K, 1 & 2



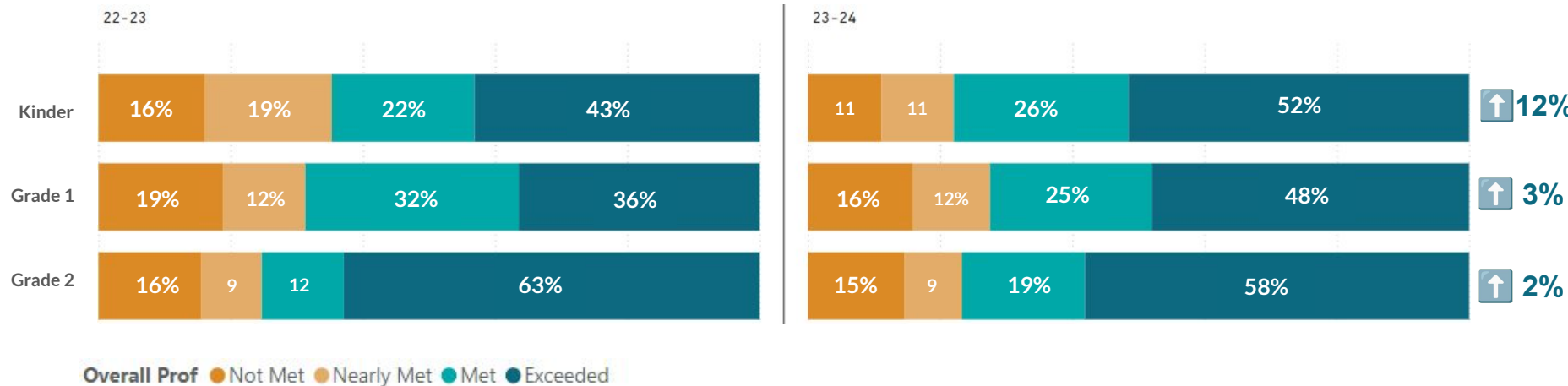
Reading

At the end of 2023-24, approximately 3 out of 4 students in Grades K, 1 & 2 met or exceeded for overall FRSA proficiency.

Kinder: 65% → 78%

Grade 1: 69% → 72%

Grade 2: 75% → 77%





# Goal 1 Reading: Proficiency

2023-24 Data monitoring: Grades 1, 2 & 3 **SBAC**

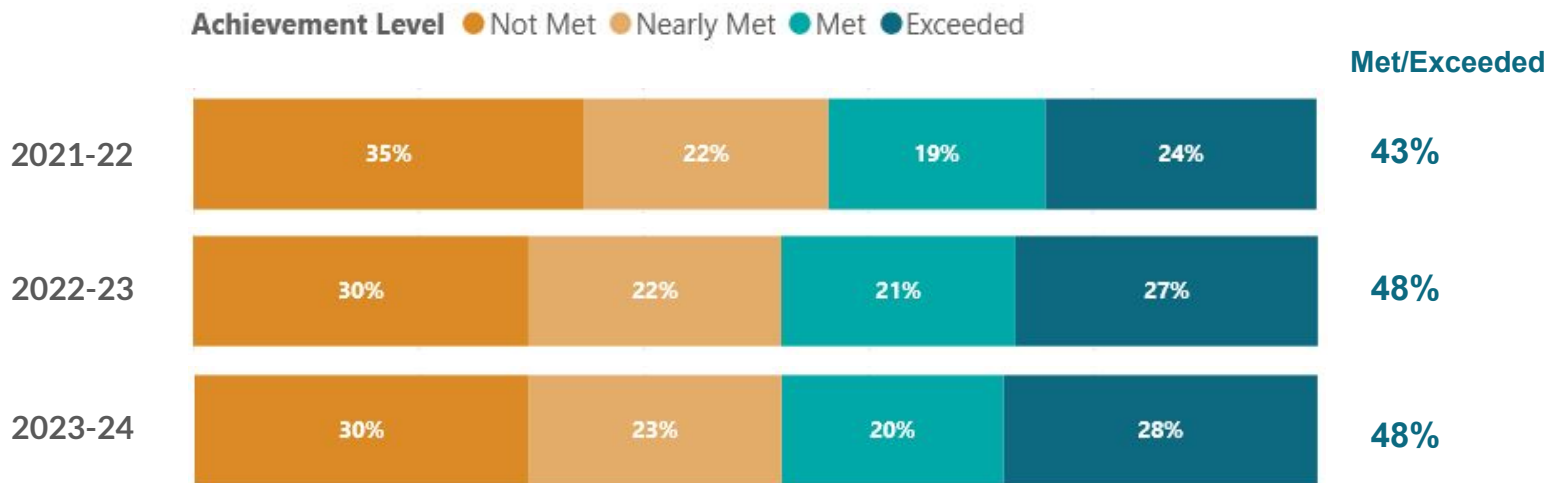


CURRENT	2023-24
TK students	TK FRSA
Kinder students	K FRSA
Grade 1	Gr 1 FRSA & i-Ready
Grade 2	Gr 2 FRSA & i-Ready
Grade 3	Gr 3 i-Ready & <b>SBAC</b>

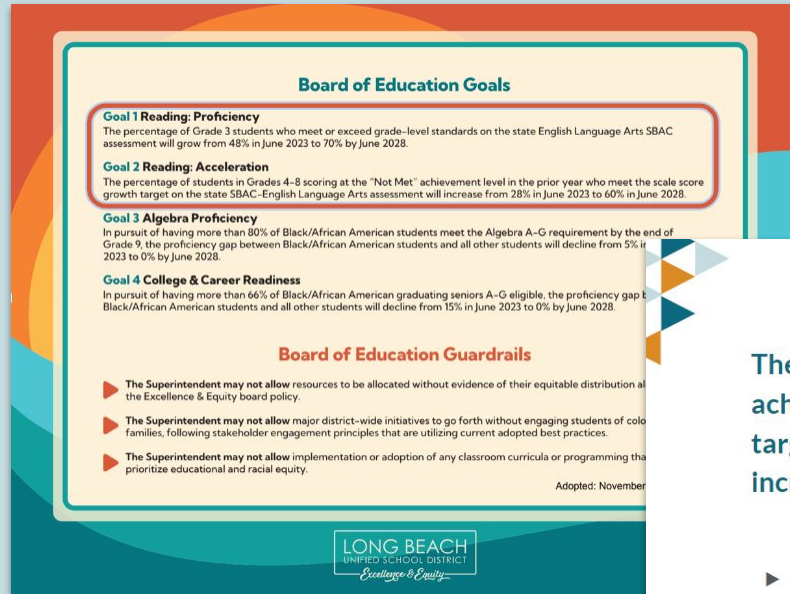


# Goal 1: Grade 3 SBAC Achievement Level

In 2023-24, nearly half of Grade 3 students met/exceeded standards, maintaining the 5% higher met/exceeded rate increase that was obtained in 2022-23.



# Board Goal 2: Reading Acceleration



The image shows a graphic of a document titled "Board of Education Goals" and "Board of Education Guardrails" from the Long Beach Unified School District. The "Goals" section includes four items: Goal 1 Reading: Proficiency, Goal 2 Reading: Acceleration (highlighted with a red border), Goal 3 Algebra Proficiency, and Goal 4 College & Career Readiness. The "Guardrails" section lists three points regarding resource allocation, district-wide initiatives, and classroom curricula. The document is dated "Adopted: November" and features the Long Beach Unified School District logo with the tagline "Excellence & Equity".

**Board of Education Goals**

**Goal 1 Reading: Proficiency**  
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In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

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Adopted: November

**LONG BEACH**  
UNIFIED SCHOOL DISTRICT  
*Excellence & Equity*

## Goal 2 Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scaled score growth target on the state SBAC - English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

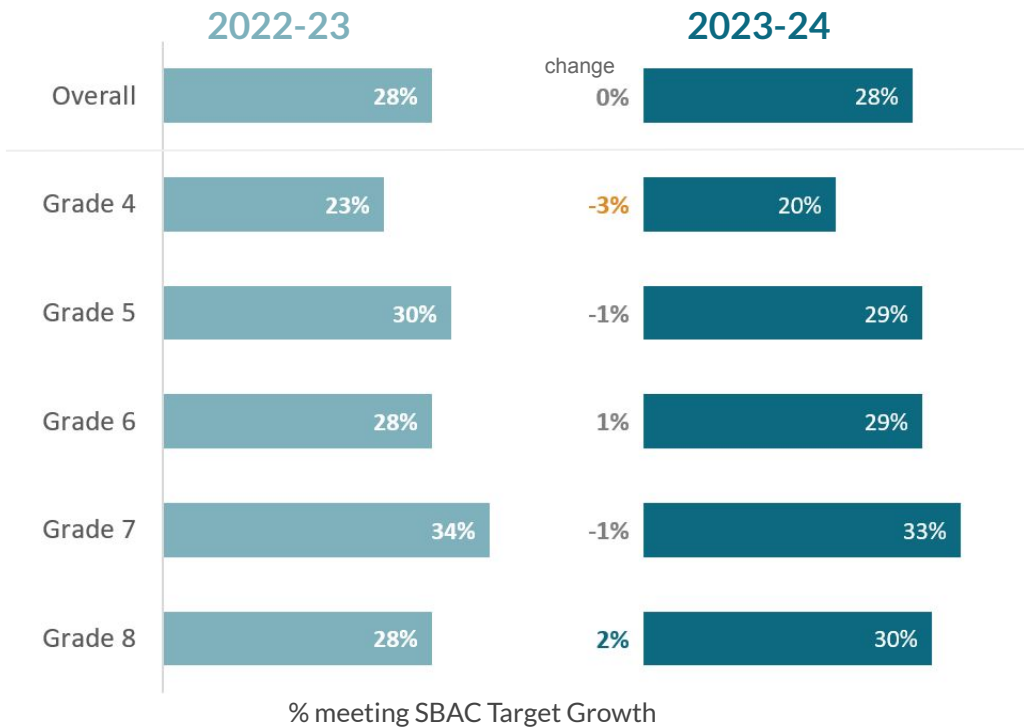
### ▶ Leading Indicator

- ▶ i-Ready Reading **Growth** for students who scored **Not Met** on SBAC the prior year

# SBAC Growth for Prior Year SBAC “Not Met” Students



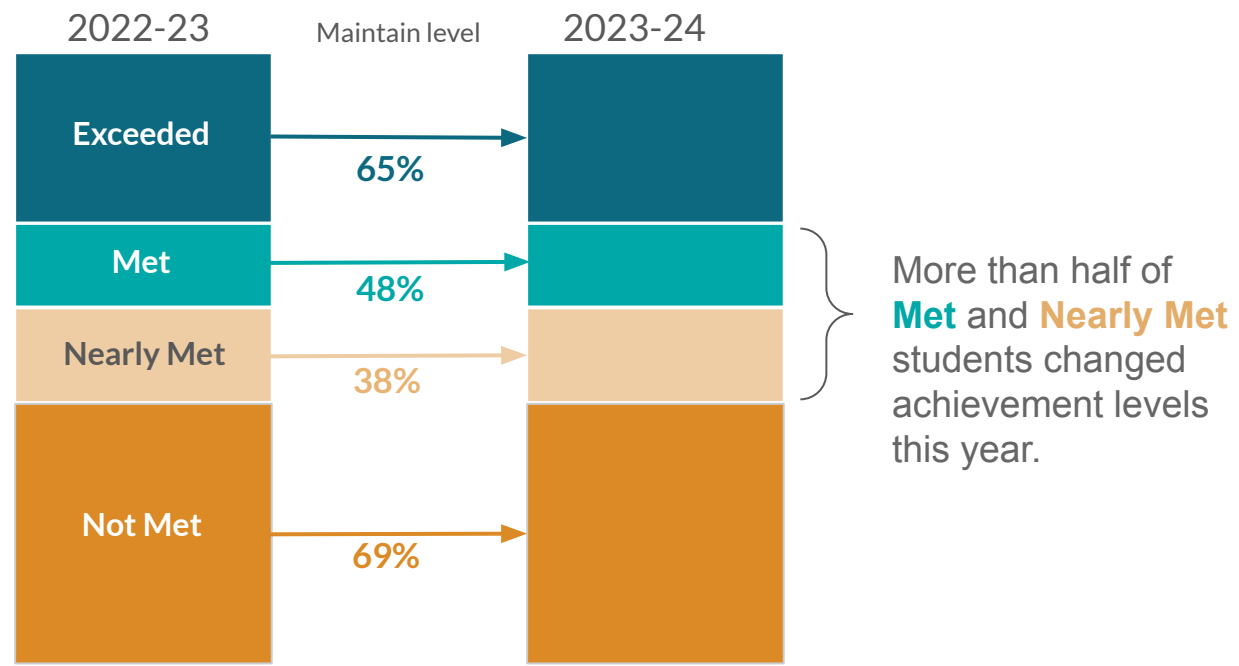
Of students scoring “Not Met” on SBAC the prior year, **28% met Growth Targets**, matching the overall growth last year. **More Grade 8 students** met targets in 2023-24, while **Grade 4 had a decline**.



# SBAC Achievement Levels Across Two Years

Individual student achievement and growth varies from year to year.

Students in the middle achievement level bands are less likely to remain in the same levels, whereas two-thirds of **Not Met** and **Exceeded** students maintained the same level in consecutive years.



# SBAC Achievement for Prior Year SBAC “Not Met” Students

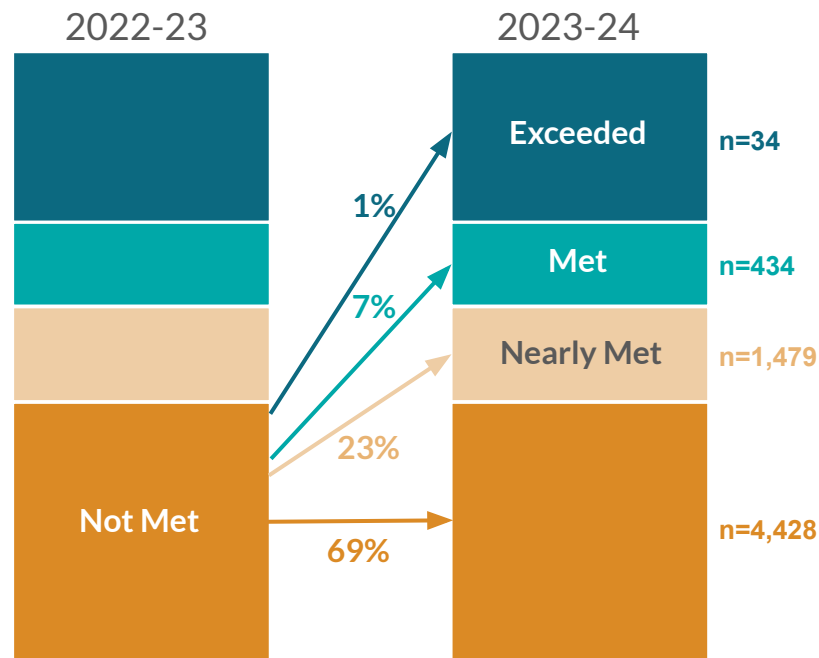
Overall **69% of “Not Met” students remained “Not Met,”** & these students will be in our Goal 2 analysis for 2 consecutive years.  
(excluding Grade 8 students (n=770) who will be Grade 9)

Almost 2,000 students (over 30%) who were **“Not Met”** moved to a higher achievement level:

**23%** moved to **Nearly Met**,

**7%** to **Met** and

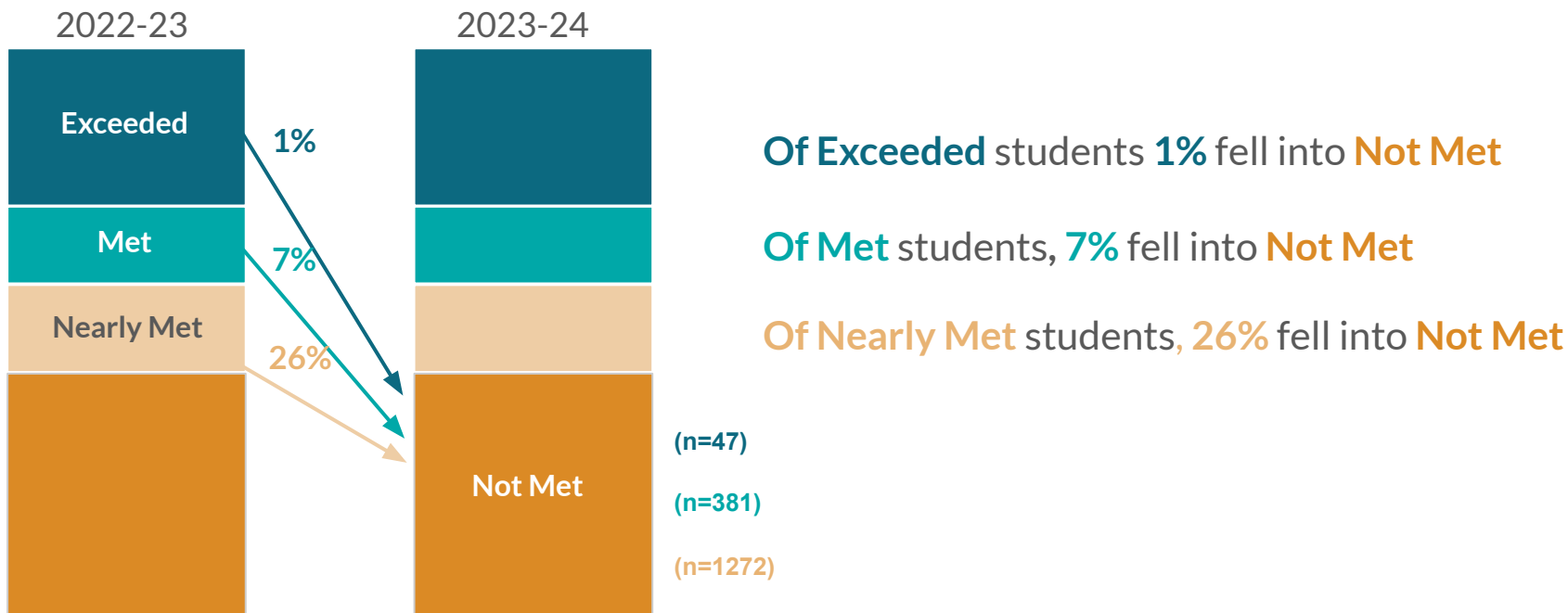
**1%** to **Exceeded**.



# SBAC Achievement: Decline to “Not Met”

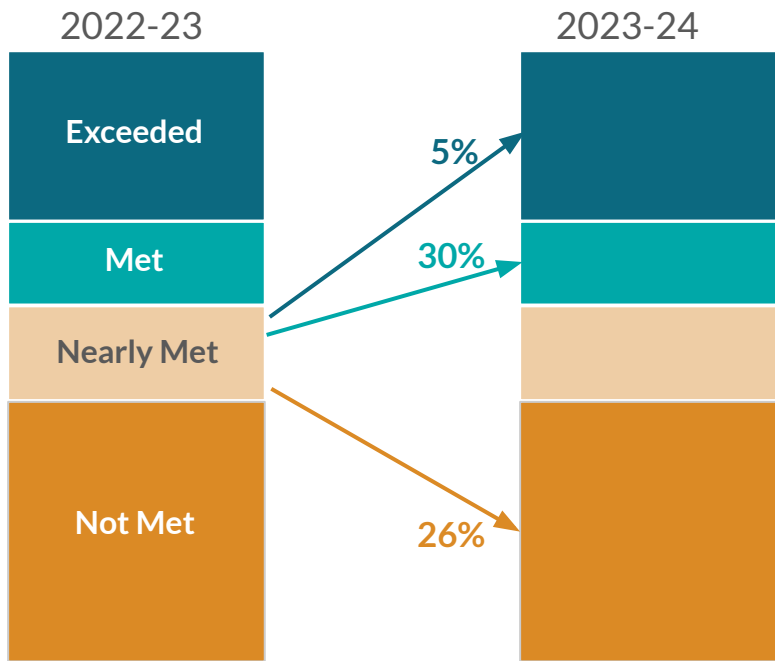
## Some students experience a decline in achievement:

We observed 11% students who were in the 3 higher achievement categories prior year achieved lower this year and will move into our analysis (n=1700) of “Not Met” students next year.



# SBAC Achievement levels across years: Monitor “Nearly Met”

Students in the Nearly Met band in 2022-23 were most likely to change achievement levels.

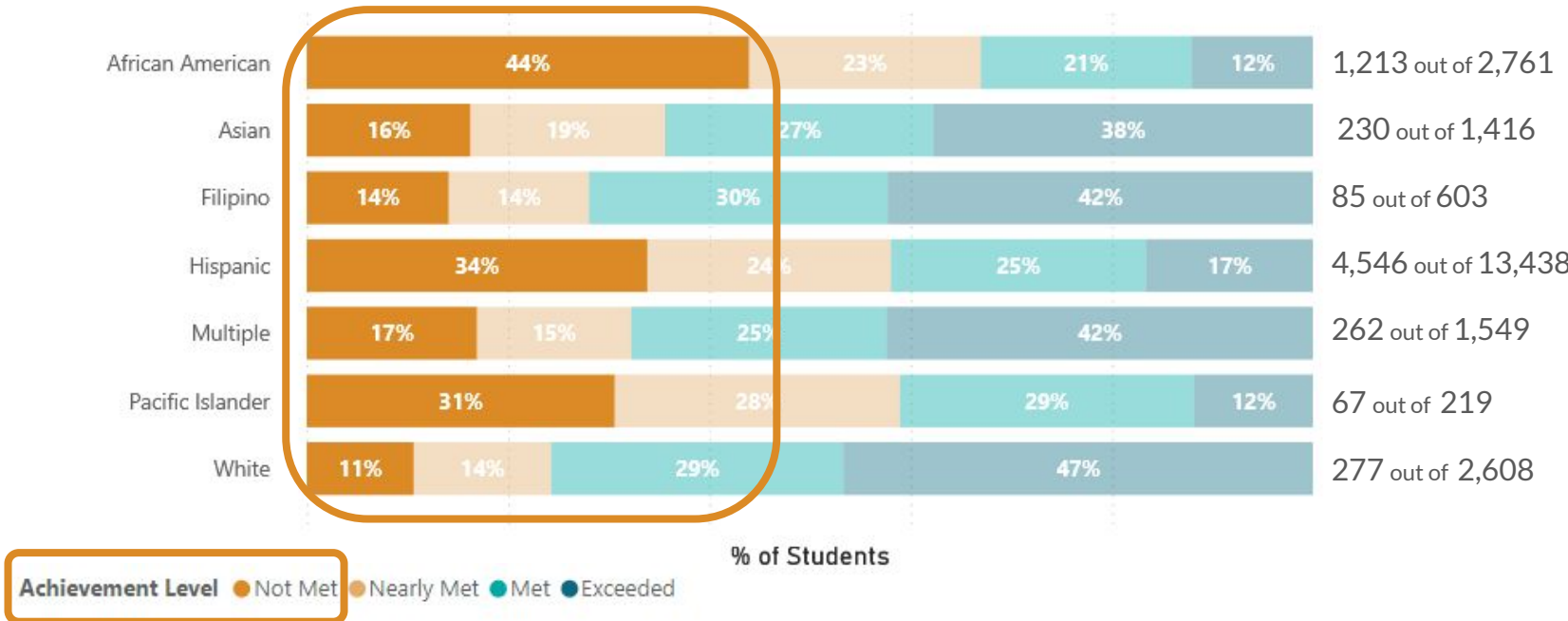


They were more likely to **improve** to **Met (30%)** or **Exceeded (5%)** as compared to **decline** to **Not Met (26%)**.

# SBAC for 2024-25 : Monitor 2024 “Not Met” students

6,680 Grade 3 to 7 students scored “Not Met” in 2023-24.

Rates of students achieving at the “Not Met” level varied by race/ethnicity.





# Goal 2 Summary



## Growth

Nearly 30% of students met the target growth goal, **which was the same rate as** last year



## Achievement

31% of “Not Met in the prior year” students **grew enough to move up** one or more achievement level bands; 11% of students who achieved higher in 2022-23 fell into the “Not Met” band in 2023-24



## Focus on 2024-25: Analysis of “Not Met”

Overall, **30% of current students Grades 3-7 scored Not Met** & will be included in 2024-25 analyses. We can consider monitoring students with recent movement out of “Not Met.”

Section 1 - Board Goals 1 & 2:

Questions & Comments

# 2023-24 Summative Student Outcomes: SBAC ELA and Math



# ELA SBAC Achievement Overall & by Level

Slight gains in rates of Met/Exceeded in SBAC ELA were observed overall (2%), and at each level.

ELA 2022-23



ELA 2023-24

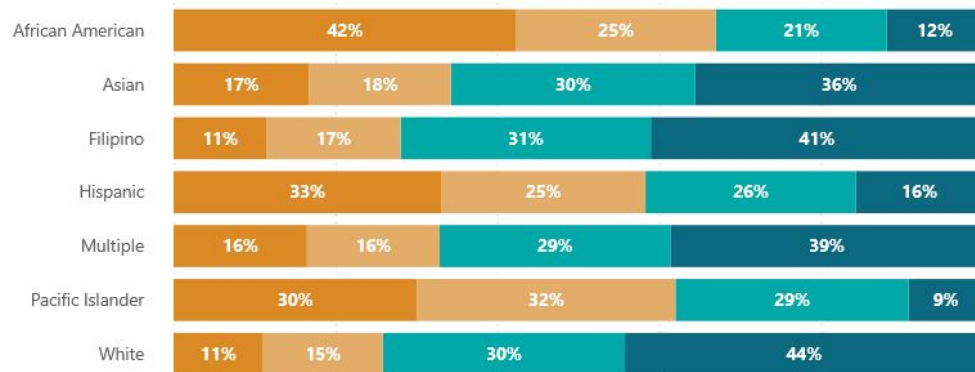


Achievement Level ● Not Met ● Nearly Met ● Met ● Exceeded

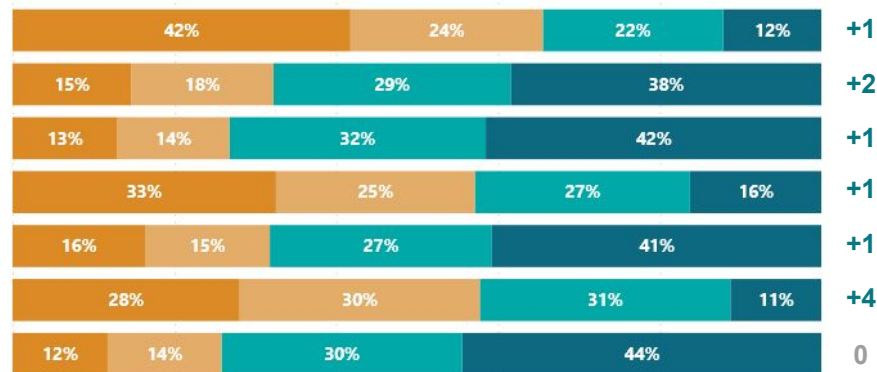
# ELA SBAC Achievement by Race/Ethnicity

Slight gains in rates of Met/Exceeded in SBAC ELA were observed for all racial/ethnic groups other than White students, thus slightly closing gaps.

ELA 2022-23



ELA 2023-24



# ELA SBAC Achievement for Special Populations

A gain of 5% in rates of Met/Exceeded in SBAC ELA were observed for English Learners. Special Education students saw a slight increase of 1%.

ELA 2022-23

ELA 2023-24



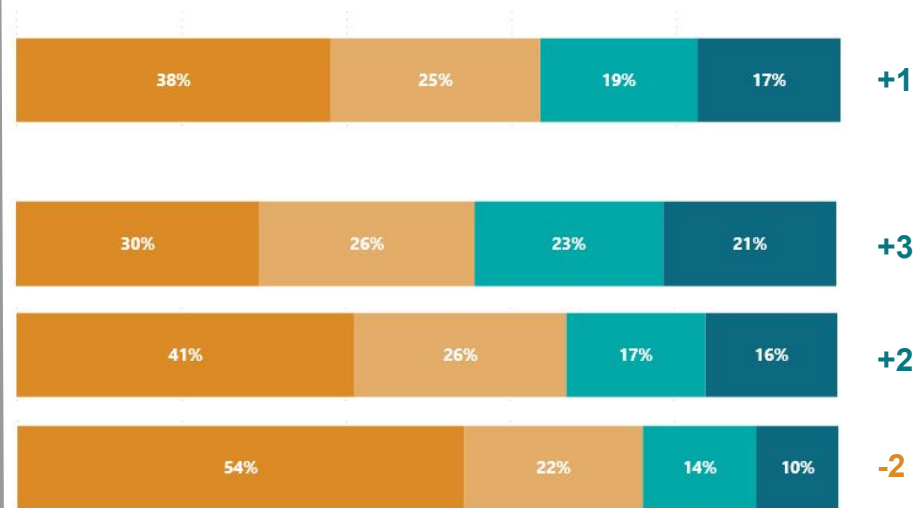
# Math SBAC Achievement Overall & by Level

Slight gains in rates of Met/Exceeded in SBAC Math were observed overall (1%); elementary led with a 3% gain, while middle school saw 2%.

Math 2022-23



Math 2023-24

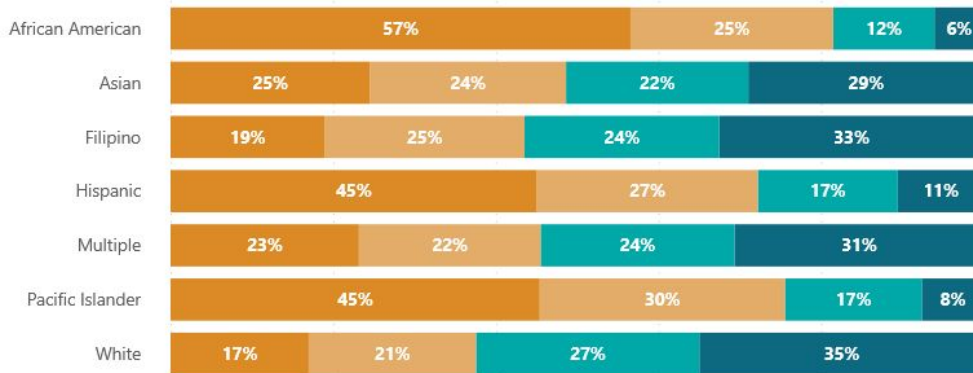


**Achievement Level** ● Not Met ● Nearly Met ● Met ● Exceeded

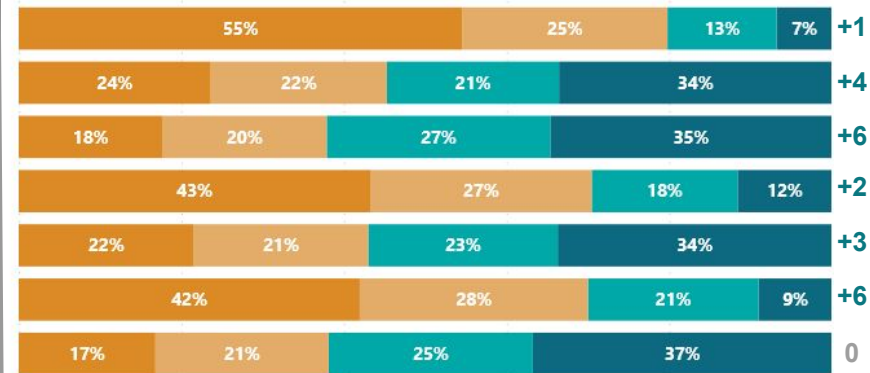
# Math SBAC Achievement by Race/Ethnicity

Slight gains in rates of Met/Exceeded in SBAC Math were observed for all racial/ethnic groups other than White students, thus slightly closing gaps.

## Math 2022-23



## Math 2023-24





# Math SBAC Achievement for Special Populations

A gain of 4% in rates of Met/Exceeded in SBAC Math were observed for English Learners. Special Education students saw a slight increase of 2%.

Math 2022-23

Math 2023-24



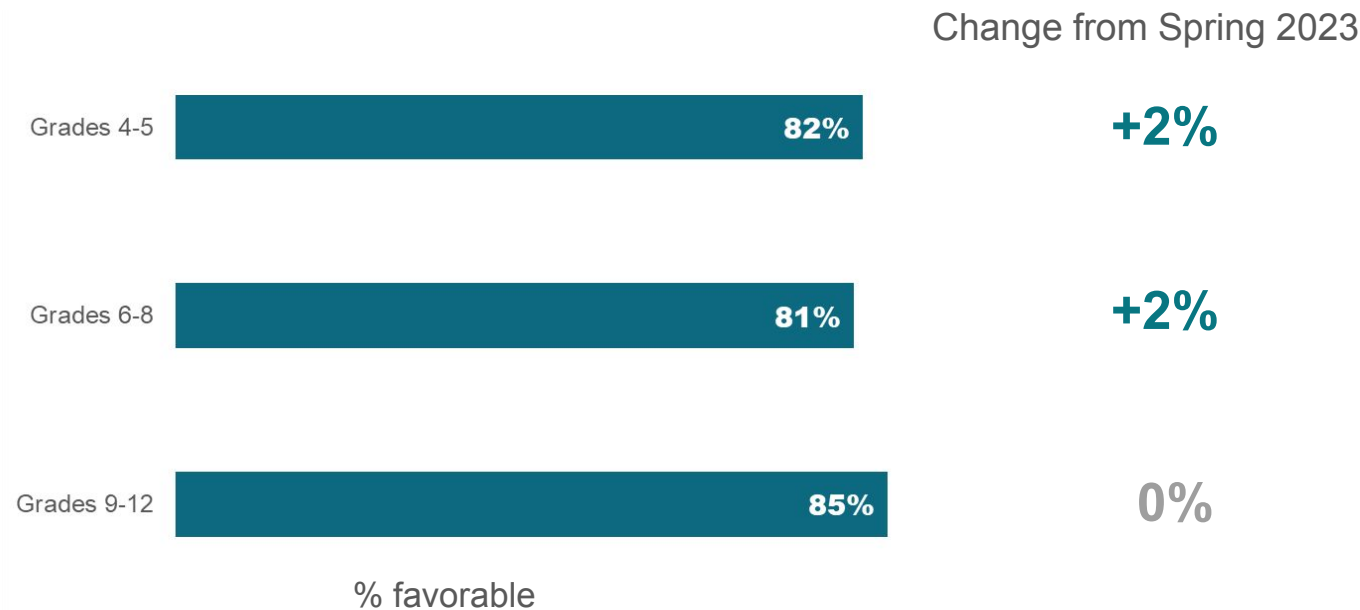
# 2023-24 Spring Pulse Wellness Survey



## Pulse Survey - Spring 2024

# Sense of **Identity** over time & across levels

Elementary and Middle school students showed moderate growth in Sense of Identity; although High School students remained at the same rate, they had highest favorable perceptions.

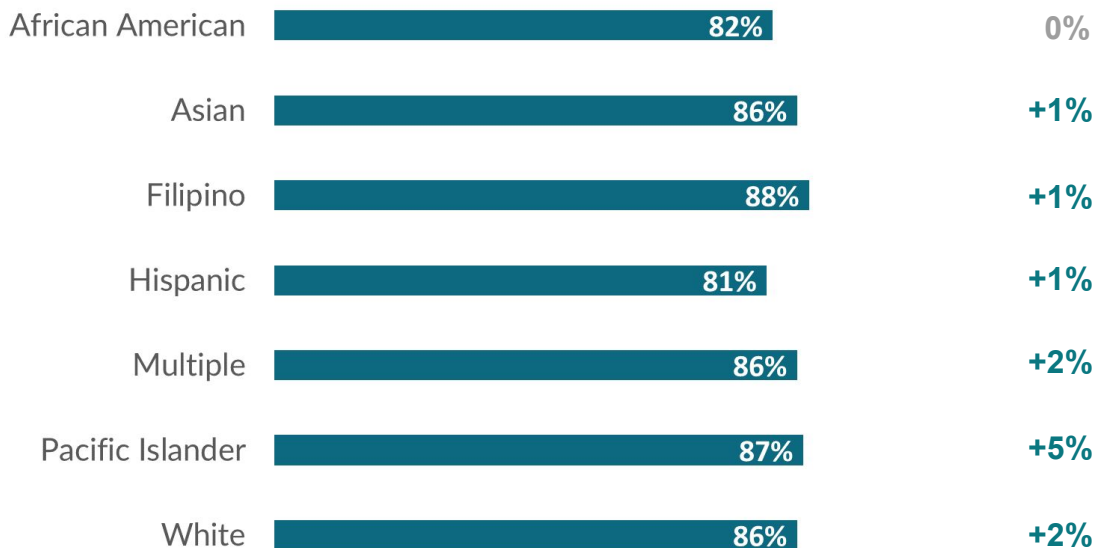


## Pulse Survey - Spring 2024

# Sense of **Identity** growth by race/ethnicity

Across all racial/ethnic groups, favorable perceptions of sense of identity were almost all higher than last year.

Change from Spring 2023



% favorable



## Pulse Survey - Spring 2024

# Sense of **Identity** growth by special populations

Favorable perceptions were equal to last year for English Learners, but there was slight growth with our Special Education population

Change from Spring 2023

English  
Learner



0%

Spec Ed



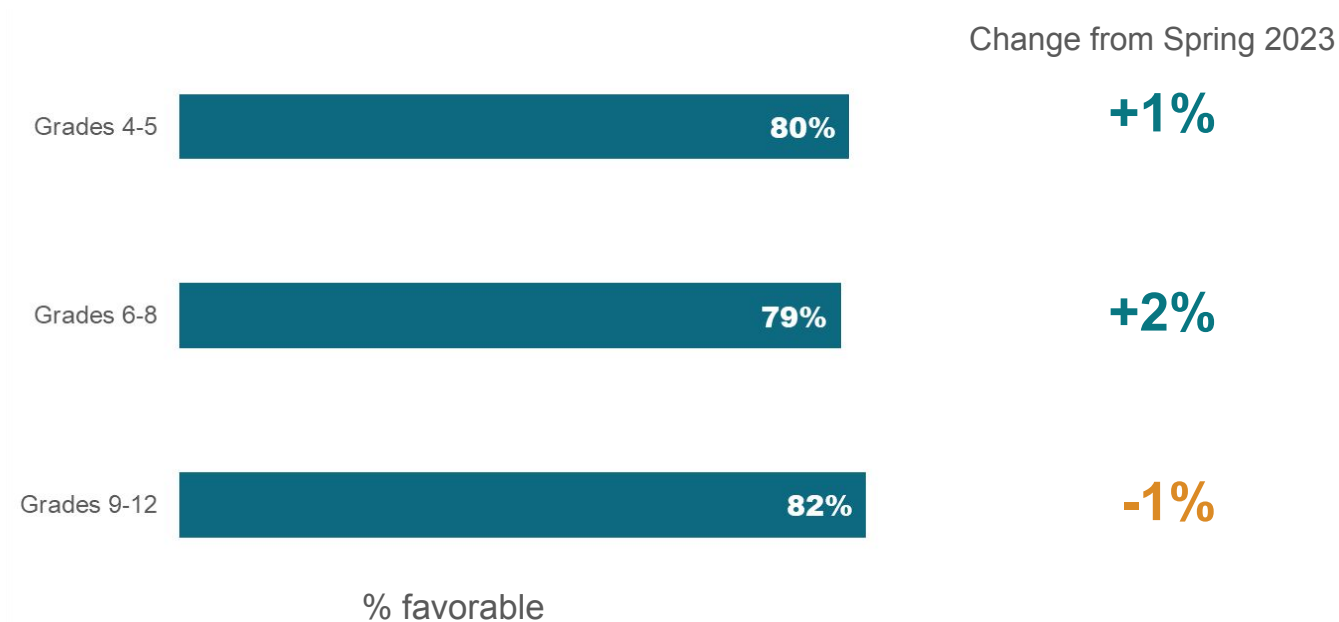
+1%

% favorable

## Pulse Survey - Spring 2024

# Sense of **Agency** over time & across levels

Elementary and Middle School students showed moderate increases in Agency, however started lower; High School declined slightly but remained the highest.

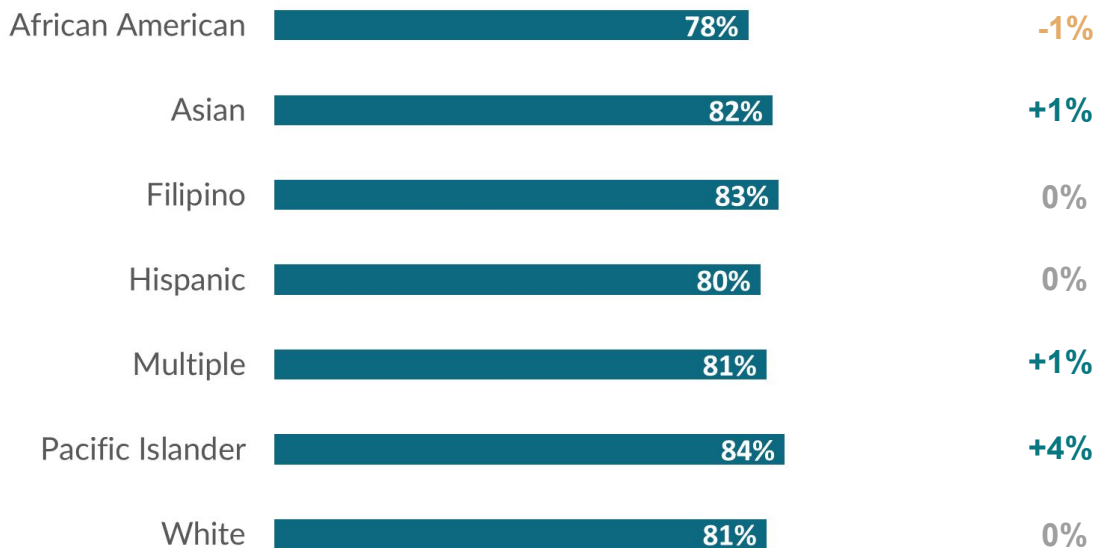


## Pulse Survey - Spring 2024

# Sense of **Agency** growth by race/ethnicity

Across all racial/ethnic groups, favorable perceptions of sense of agency were mostly either equal or higher than last year.

Change from Spring 2023

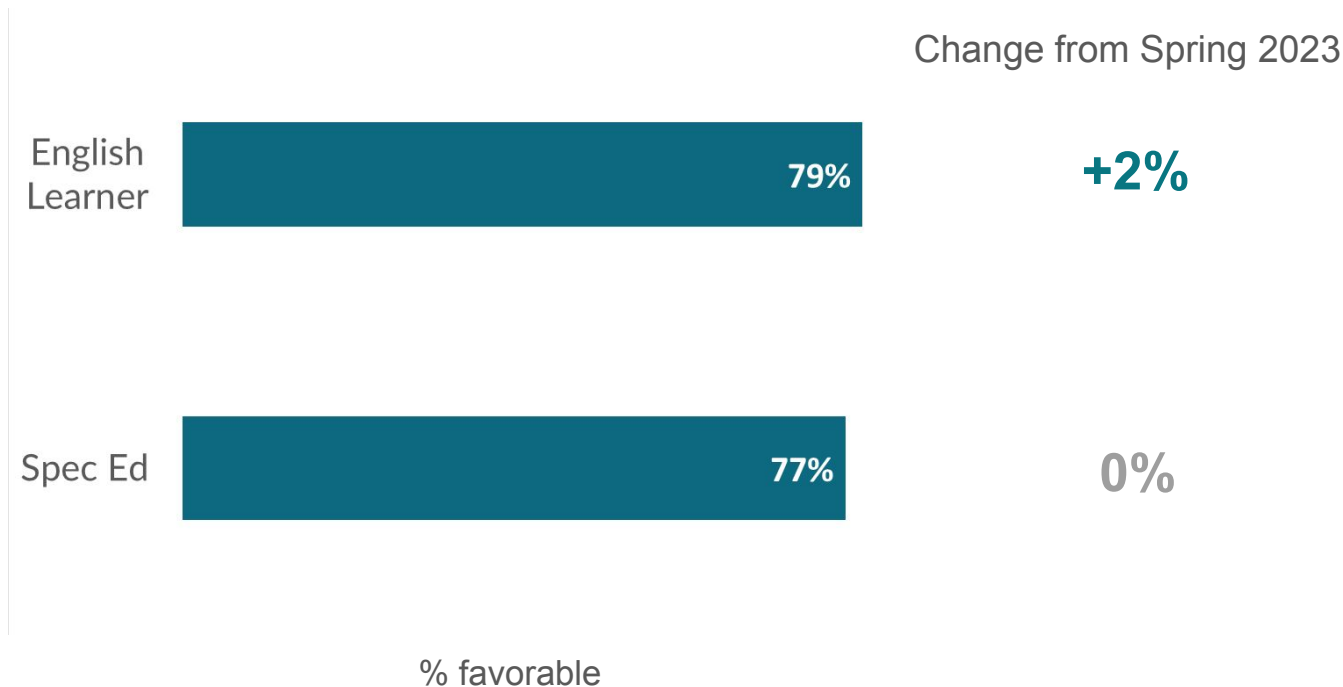


% favorable

## Pulse Survey - Spring 2024

# Sense of **Agency** growth by special populations

Favorable perceptions grew from last year for English Learners, but remained the same for special education students.

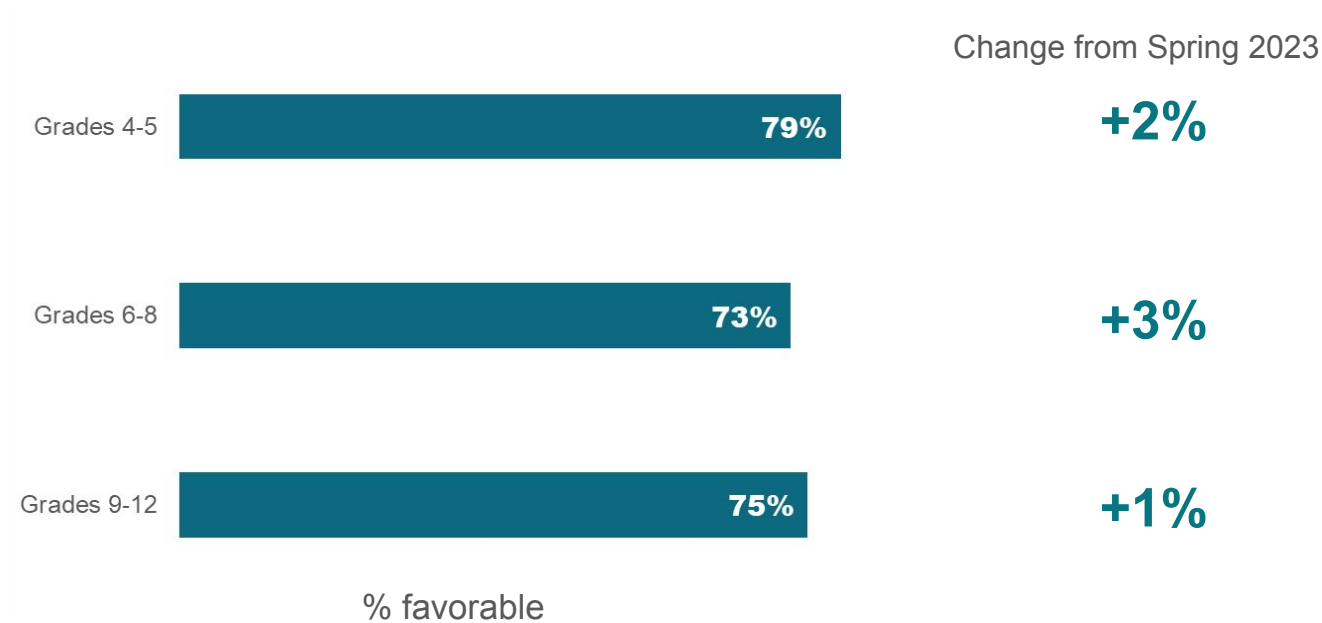




## Pulse Survey - Spring 2024

# Sense of **Belonging** over time & across levels

All levels showed moderate increases; sense of belonging was highest for Grades 4-5.

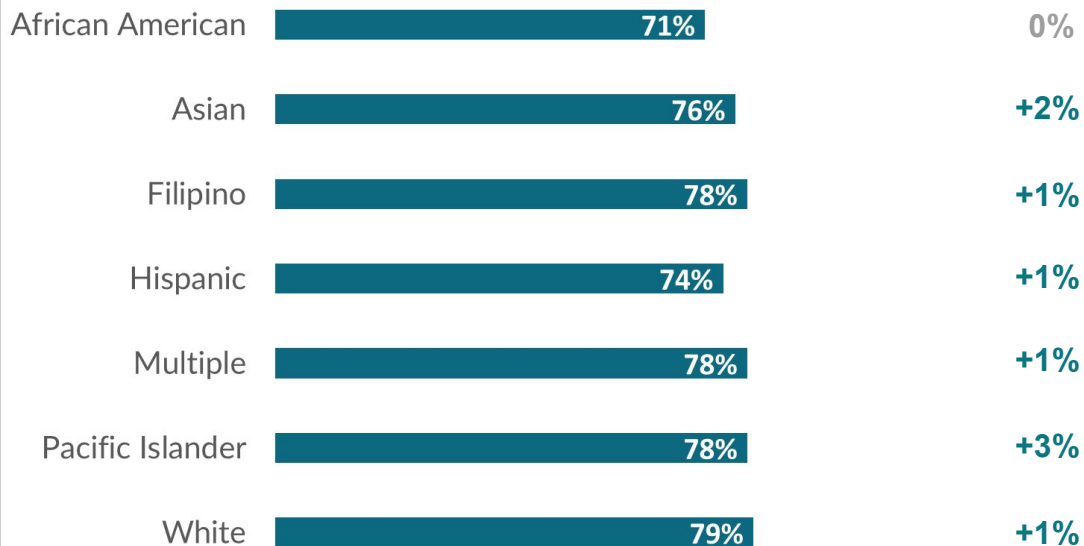


## Pulse Survey - Spring 2024

# Sense of **Belonging** growth by race/ethnicity

Across all racial/ethnic groups, favorable perceptions of sense of belonging were almost all higher than last year.

Change from Spring 2023

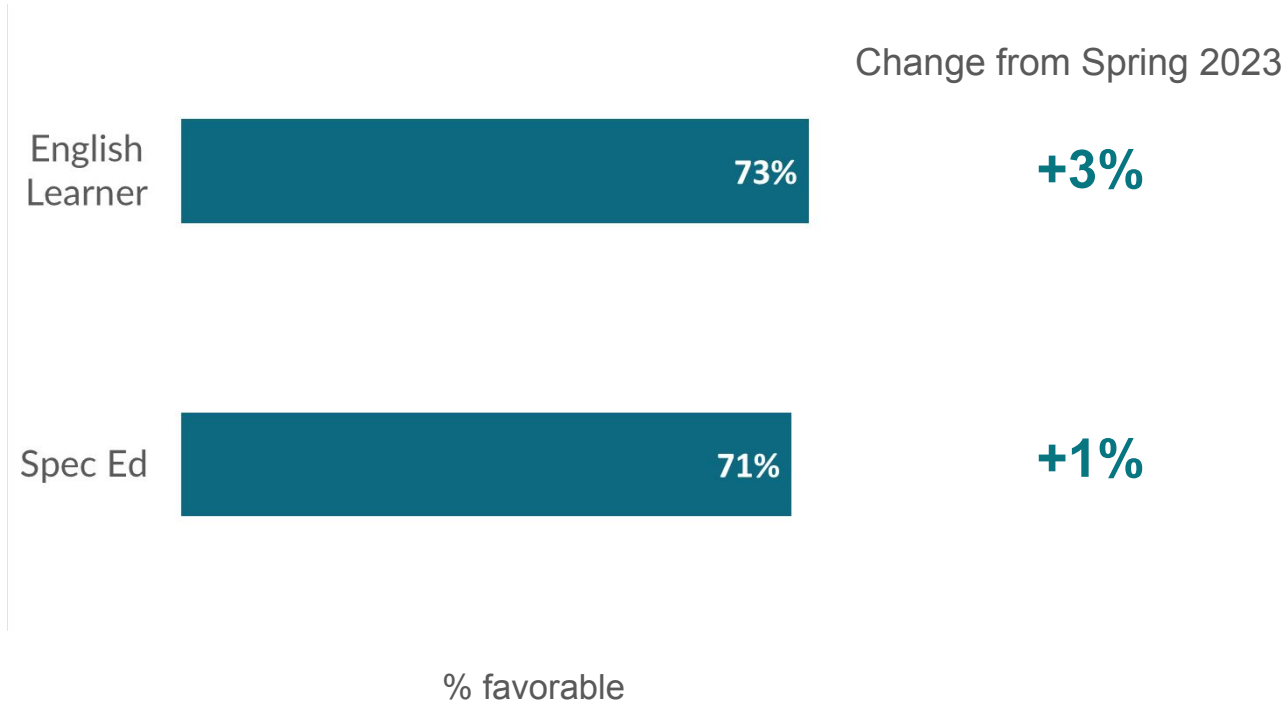


% favorable

## Pulse Survey - Spring 2024

# Sense of **Belonging** growth by special populations

Favorable perceptions grew from last year for both English Learners and special education students.



# 2023-24 CORE Culture/Climate and Social and Emotional Learning Survey

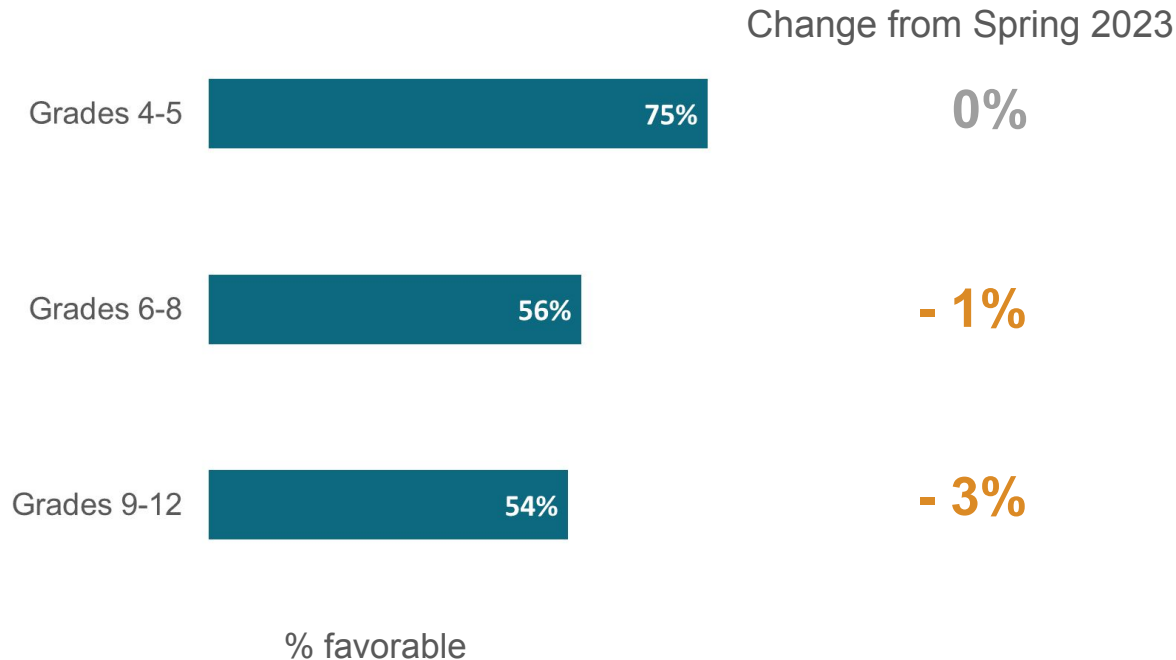




# CORE Survey - Culture and Climate

## % Favorable by School Levels

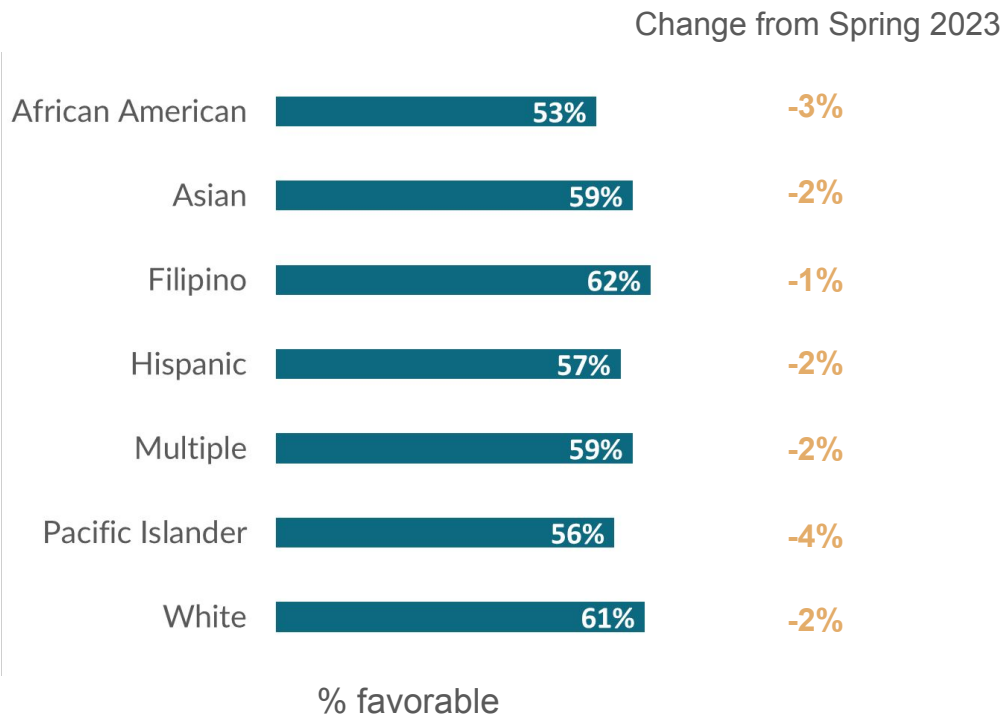
Slight decline in favorable perceptions from previous year across all levels.



# CORE Survey - Culture and Climate

## % Favorable change by race/ethnicity

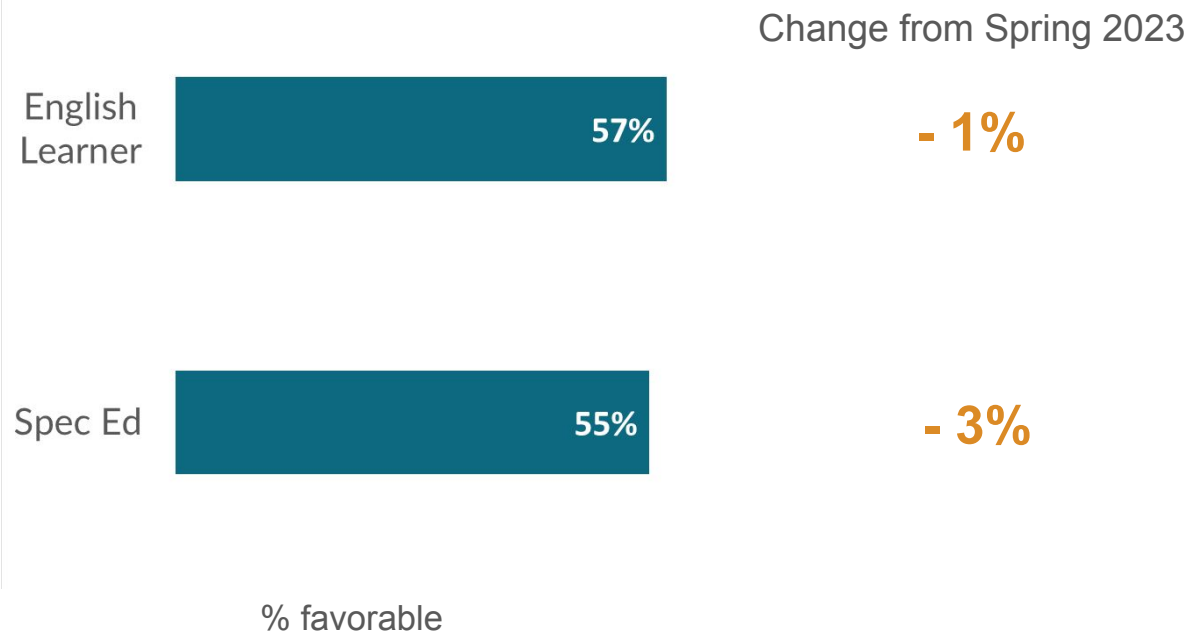
Slight decline in favorable perceptions from previous year across all racial/ethnic groups.



# CORE Survey - Culture and Climate

## % Favorable change by special populations

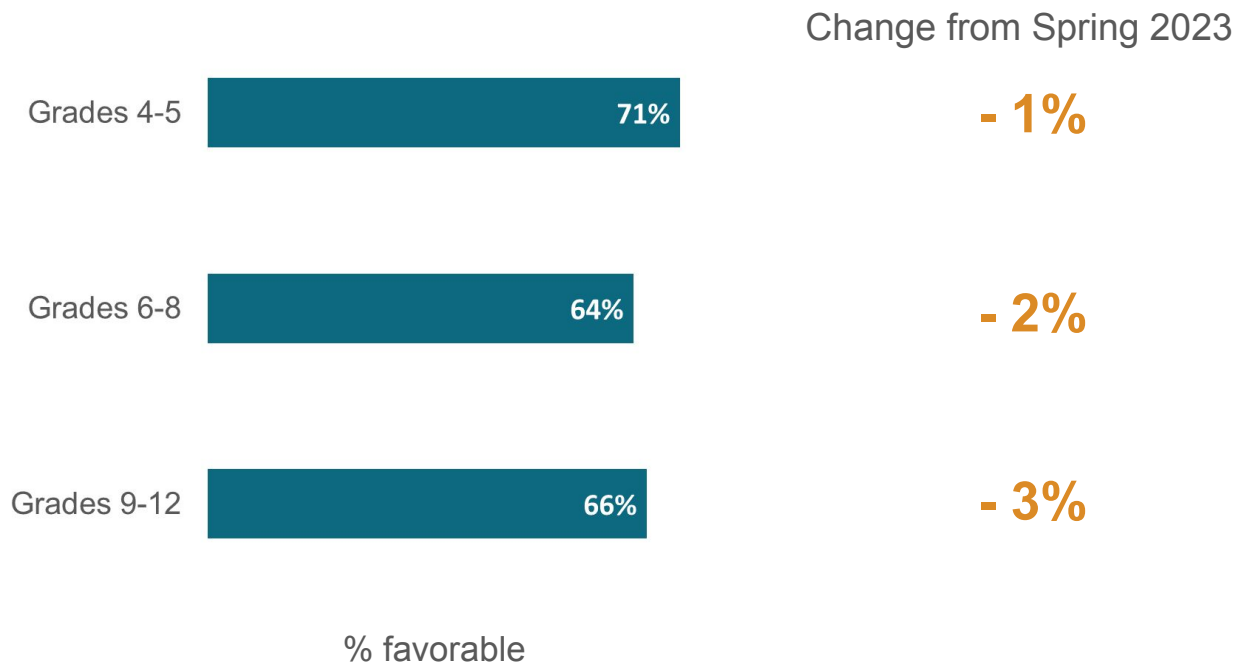
Favorable perceptions slightly declined from last year for both English Learners and special education students.



# CORE Survey - Social and Emotional Learning

## % Favorable by School Levels

Slight decline in favorable perceptions from previous year across all levels.



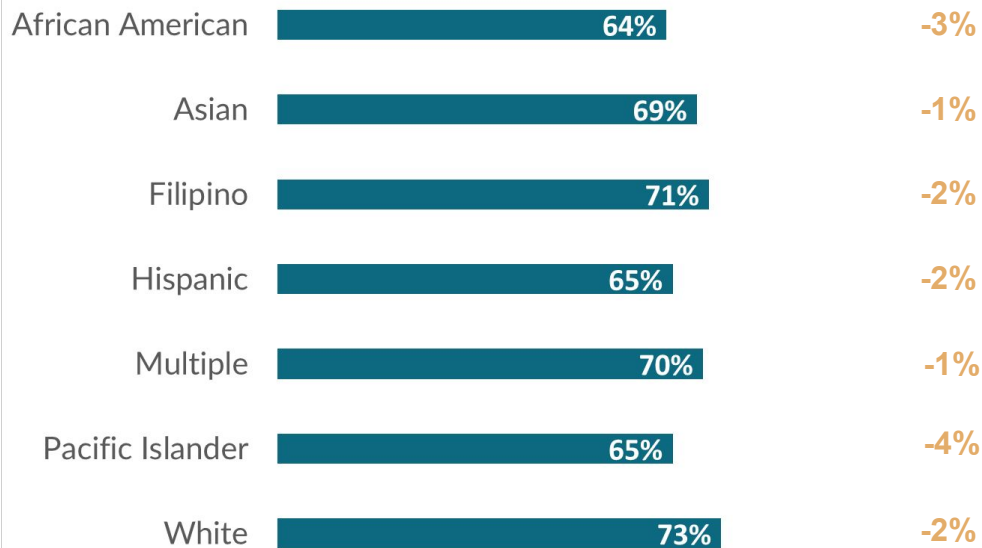


# CORE Survey - Social and Emotional Learning

## % Favorable change by race/ethnicity

Slight decline in favorable perceptions from previous year across almost all racial/ethnic groups.

Change from Spring 2023

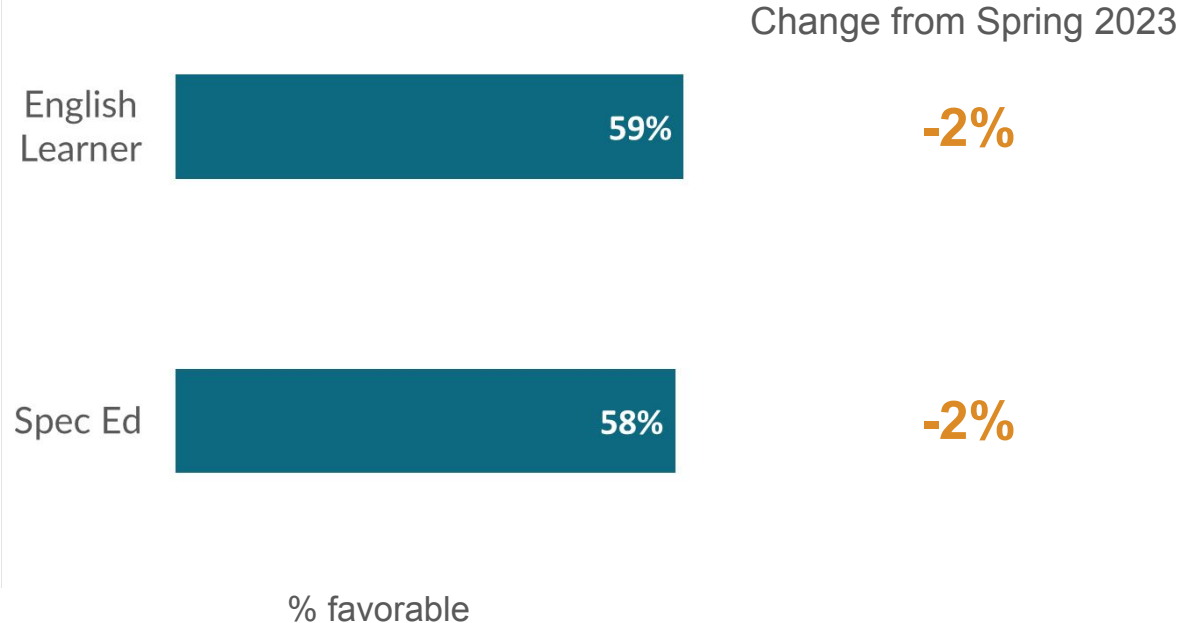


% favorable

# CORE Survey - Social and Emotional Learning

## % Favorable change by special populations

Favorable perceptions slightly declined from last year for both English Learners and special education students.



Section 2 -  
2023-24 Summative Student Outcomes  
Questions & Comments

# SBAC Scaled Score Achievement Level Ranges

