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

What data have we shared?

Board Goals 1 & 2:

June Data Monitoring Update



June 18, 2024

RESEARCH

Executive Summary for 2023-24: LBUSD Student Outcomes

In the fall of 2022, the Board of Education and the Superintendent of the Long Beach Unified m the ran un alway, one swand or savuration and one asset internation or one long design united School District Jourched a community-wide collaborative process to develop a long-term vision Survey unarris (summare) a summunity more survey or any enclose to veneral a network of the survey o

The Vision for Long Beach Unified School District focuses on what we want to be true for our nie vision toi sung eason onnee ositool logaris, nouses on onas vie want to be one ou our graduates. Inplementing it will require a journey of creativity, learning, continuous improvement graduates. Implementing it will require a Journey or creativity, learning, concinuous improven and collaboration. Having that shared destination will speed results by aligning actions and

resources, and by inspiring relevant collaborations. The Long Beach Unified School District's commitment to our students and their families remains the Long beaution mean action was real a community over account and water community of the COVID-19 global stronger than ever. We continue to address the lasting impacts caused by the COVID-19 global survigen stan even, we sommute so works the assure mouse source of use survivors and equity. Despite the pandemic, along with our nation's ongoing recitoring with issues of race and equity. Despite the pandemic, along wan our nation's dispong reciping with saves or rate and event, vessor the difficult challenges of these times, we see the power of genuine collaboration, dialogue with those closest to the work, using data to inform, and leveraging student voice.

One continuing endeavor to listen, collect, and leverage student volce is the Superintendent's Une continuing enablieror to insten, collect, and energet success voice is the superintencem's Student Advisory Committee, formally knowin as RSVP (Raising Student Voices & Participation). which, in its fourth year, comprises 25 high school juniors and seniors from across the district, who which, in its rourse year, compares as high school juntors and schools from across the detrict, who engage in candid and authentic discussions with the Superintendent, other solut stakeholders and enzage in carlois and austremut discussions with the augerintendent, other adult statend one another, to generate ideas for improving structures and systems within our district.

LBUSD Student Outcomes are prioritized by, centering historically marginalized groups of

students and monitoring the progress of all students.

Goal 1: Literate and Mathematically Prepared Students

Goal 2: Resilient and Mindful Students

Goal 3: College and Career Readiness Graduates

1 Office of Research and Student Outcomes, July 2024



Board Goal 1: Reading Proficiency

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 v the Excellence & Equity board policy.

The Superintendent may not allow major district-wide initiatives to go forth without engaging students of color and the 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 i prioritize educational and racial equity.

Adopted: November 1, 2023

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

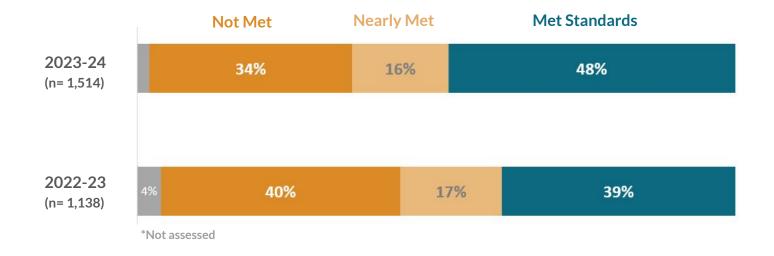
2023-24 Data monitoring: Grades TK, K, 1 & 2 Foundation Reading Skills Assessment **(FRSA)**

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



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: $65\% \rightarrow 78\%$ Grade 1: $69\% \rightarrow 72\%$ Grade 2: $75\% \rightarrow 77\%$



Overall Prof
Not Met
Nearly Met
Net
Exceeded



Goal 1 Reading: Proficiency

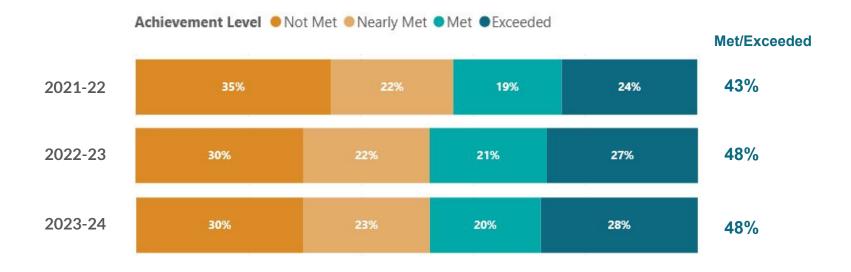
2023-24 Data monitoring: Grades 1, 2 & 3 SBAC

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 & SBAC

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

Board of Education Goals

Goal 1 Reading: Proficiency

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Adopted: November



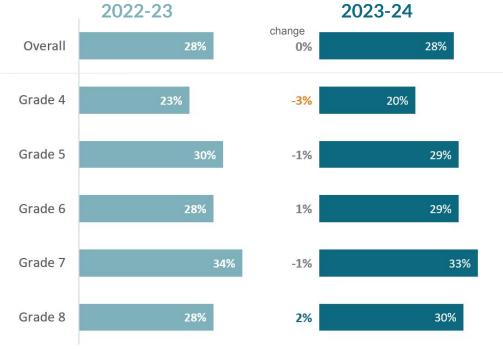
Goal 2 Reading: Acceleration

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**.

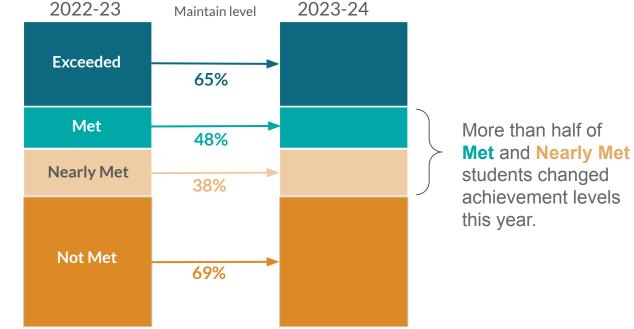


% meeting SBAC Target Growth

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

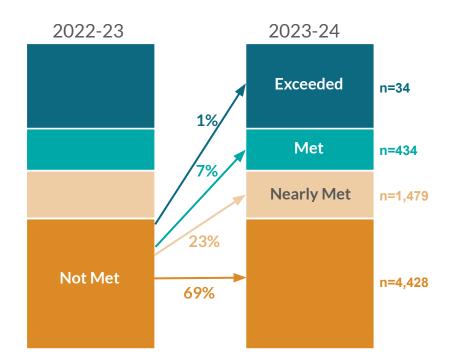
remained "Not Met," & these students will be in our Goal 2 analysis for 2 consecutive years. (excluding Grade 8 students (n=770) who will be Grade 9)

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

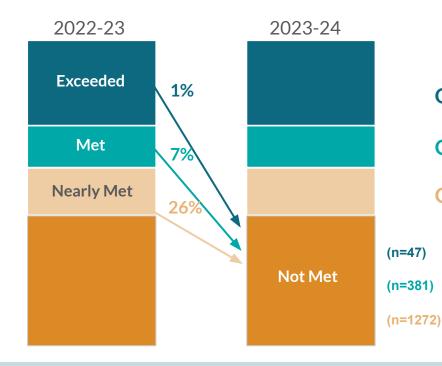
1% to Exceeded.



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.



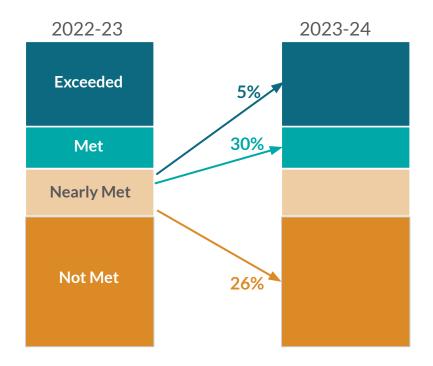
Of Exceeded students 1% fell into Not Met

Of Met students, 7% fell into Not Met

Of Nearly Met students, 26% fell into Not Met

SBAC Achievement levels across years: Monitor "Nearly Met"

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

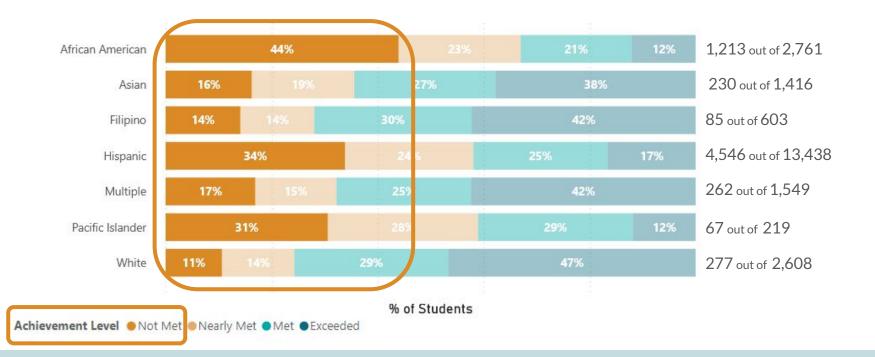


They were more likely to **improve** to **Met (30%)** or **Exceeded (5%)** as compared to **decline** to **Not Met (26%)**.

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





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



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.

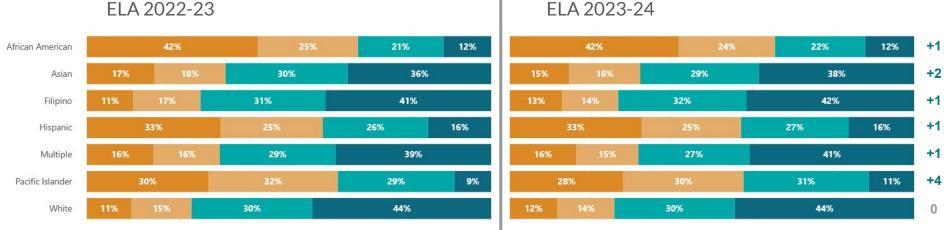


Achievement Level
Not Met
Nearly Met
Met
Exceeded

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 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%.

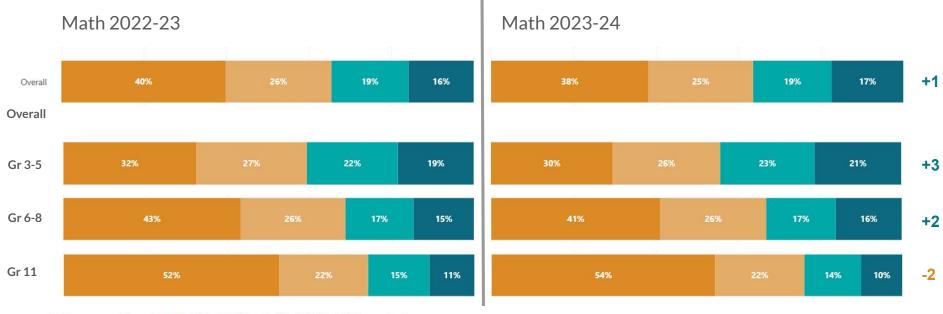


ELA 2023-24

ELA 2022-23

Math SBAC Achievement Overall & by Level

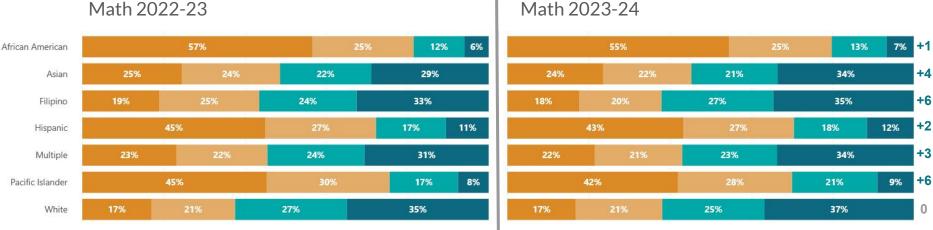
Slight gains in rates of Met/Exceeded in SBAC Math were observed overall (1%); elementary led with a 3% gain, while middle school saw 2%.



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 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%.



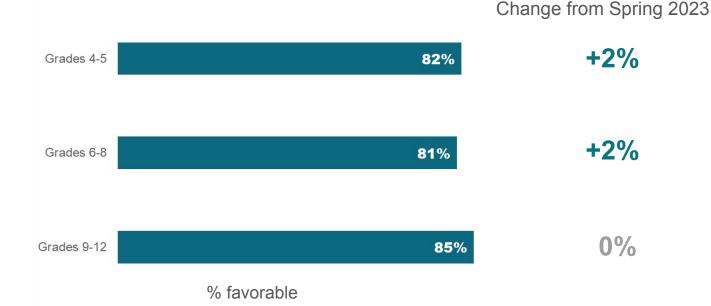
Math 2023-24

Math 2022-23

2023-24 Spring Pulse Wellness Survey

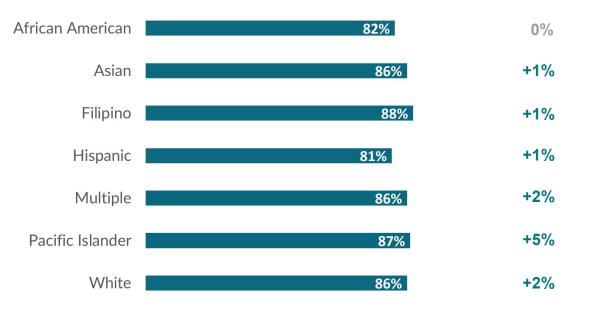
Pulse Survey - Spring 2024 Sense of **Identity** over time & across levels

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

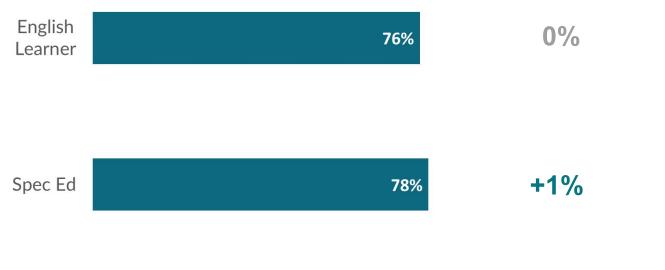
Across all racial/ethnic groups, favorable perceptions of sense of identity were almost all higher than last year. Change from Spring 2023



Pulse Survey - Spring 2024 Sense of **Identity** growth by special populations

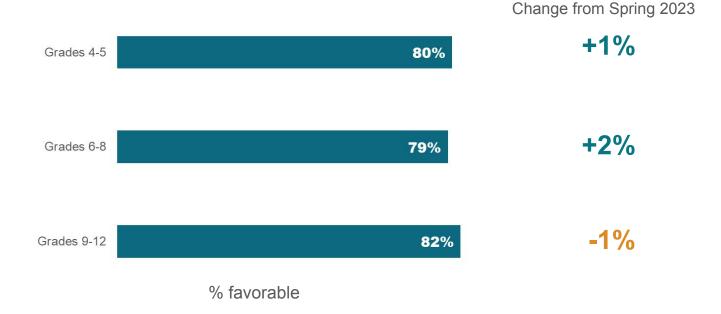
Favorable perceptions were equal to last year for English Learners, but there was slight growth with our Special Education population

Change from Spring 2023



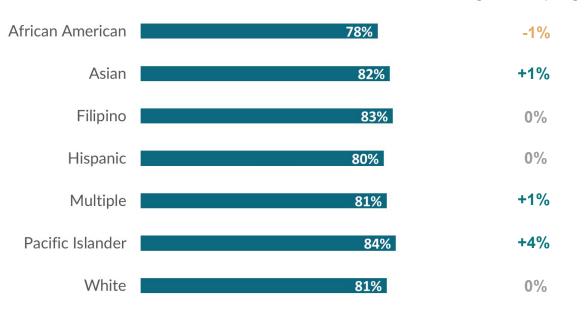
Pulse Survey - Spring 2024 Sense of **Agency** over time & across levels

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



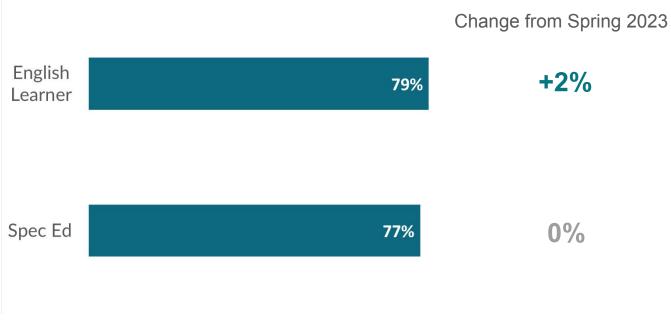
Pulse Survey - Spring 2024 Sense of **Agency** growth by race/ethnicity

Across all racial/ethnic groups, favorable perceptions of sense of agency were mostly either equal or higher than last year. Change from Spring 2023



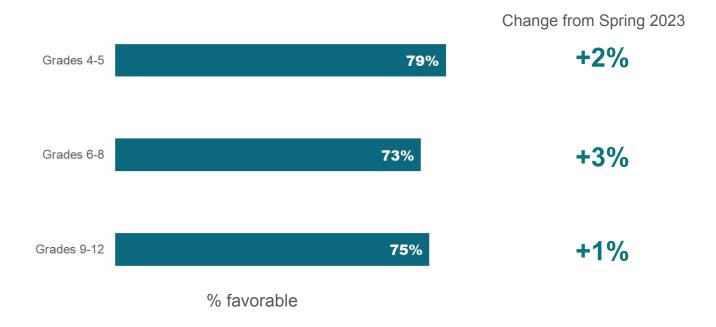
Pulse Survey - Spring 2024 Sense of **Agency** growth by special populations

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



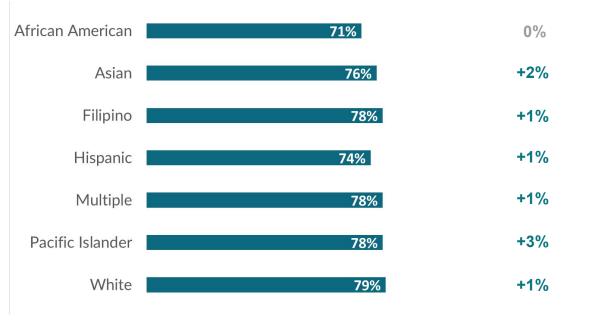
Pulse Survey - Spring 2024 Sense of **Belonging** over time & across levels

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



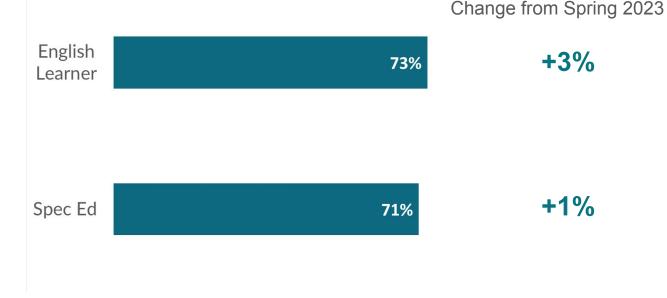
Pulse Survey - Spring 2024 Sense of **Belonging** growth by race/ethnicity

Across all racial/ethnic groups, favorable perceptions of sense of belonging were almost all higher than last year. Change from Spring 2023



% favorable

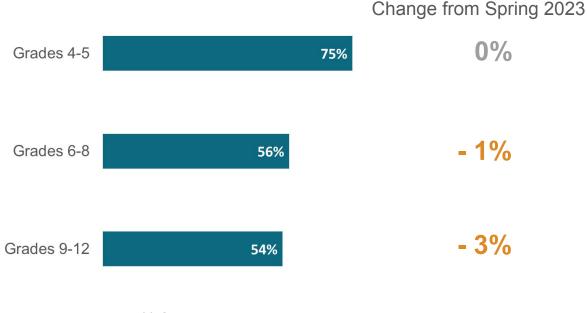
Pulse Survey - Spring 2024 Sense of Belonging growth by special populations grew from last year for both English Learners and special education students.



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.

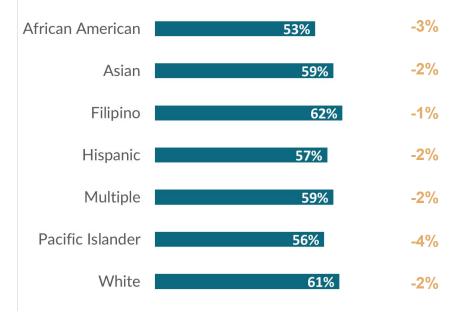


% favorable

CORE Survey - **Culture and Climate** % Favorable change by race/ethnicity

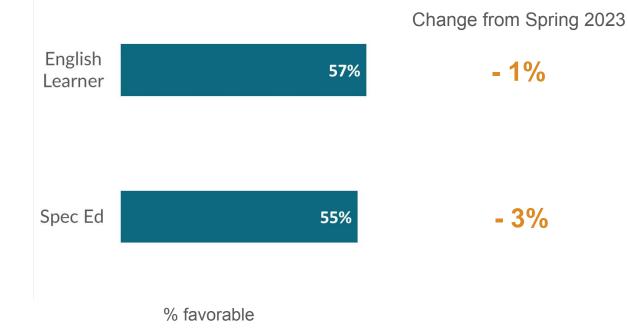
Slight decline in favorable perceptions from previous year across all racial/ethnic groups.

Change from Spring 2023



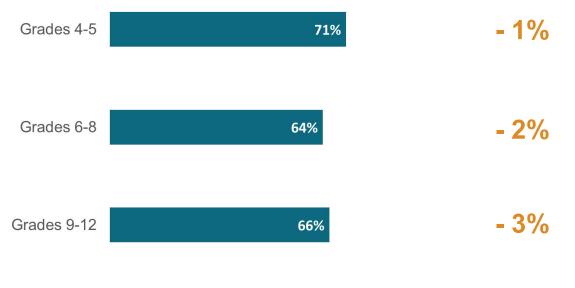
CORE Survey - **Culture and Climate** % Favorable change by special populations

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



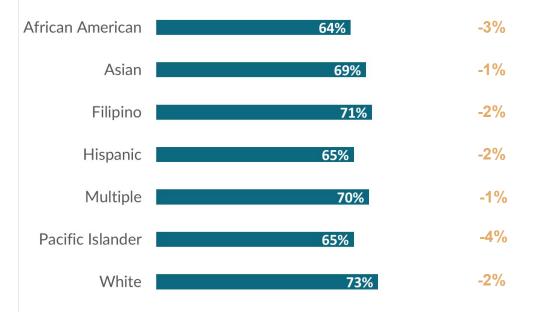
CORE Survey - Social and Emotional Learning % Favorable by School Levels slight decline in favorable perceptions from previous year across all levels.

Change from Spring 2023



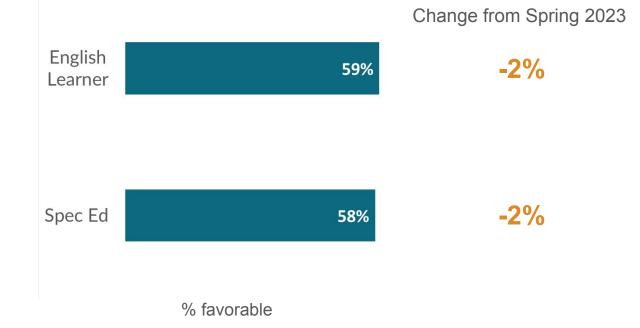
CORE Survey - **Social and Emotional Learning** % Fayorable change by race/ethnicity slight decline intravorable percegions from previous year across almost all

Slight decline in favorable perceptions from previous year across almost racial/ethnic groups. Change from Spring 2023



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



Reference 1