Baseline Systems Study University Park Elementary

Salinas City Elementary School District

orenda
Shattering Inequitable Education Systems

March 2025

University Park Elementary School









Sweet Spots...


EL Saturday Academy
Literacy Night
Full Time Counselor
Instructional Advisory Committee
Monthly Leadership Meetings
District Scope and Sequence
Cafecito with the Principal
Parent Club
STE(A)M
Full Time Instructional Coach
Positive Behavior Intervention Systems (PBIS)
Leader-in-Me
School Site Council
School Psychologist
AVID Elementary Strategies
Grade level Release Time (GLRT)
Multi-Tiered Systems of Support (MTSS)

Commendations



- There is strong unity and camaraderie among teachers, contributing to a positive and collaborative work environment.
- Family Literacy Night was a great success, drawing over 100 participants and showcasing strong school-community engagement.
- The new administrative team has been highly supportive, fostering a sense of trust and guidance among staff.
- Grade-level teams use data to identify standards needing additional support or growth, demonstrating a commitment to student progress.
- GLRT cycles are effectively implemented, with grade-level teams collaboratively creating common goals and assessments.
- The Parent Club plays a vital role in keeping the school community, students, and staff motivated and connected.

Study Questions

What is the student success profile?



What SYSTEMS best explain the success profile?



What can be done to accelerate student success?



But first…..Some Relevant Context



Demographics



Mobility

Salinas City Elementary School District

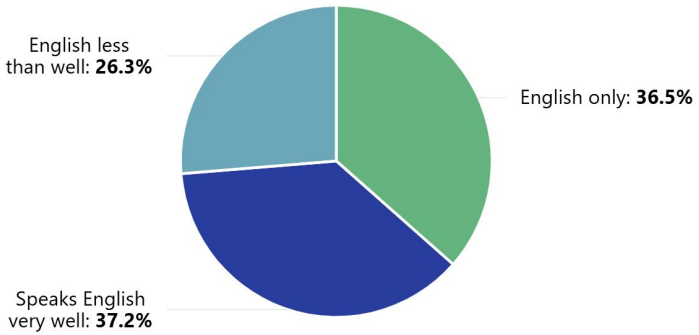
Community

Total Population
84,853

Median Household Income |
$82,025

Total Households
25,129

Language spoken at home (children 5 years and over)



Health

3.1% with a **Disability** |

97.0% with **Health Insurance coverage** |

Households with Broadband Internet |
92.4%

Poverty and Benefits (in the past 12 months)

21.1% Families with income below the poverty level |

14.4% Families with Food Stamp/ SNAP benefits |

Housing Structure Type

House
61.6%

Apartments/Other
38.3%

https://nces.ed.gov/Programs/Edge/ACSDashboard/

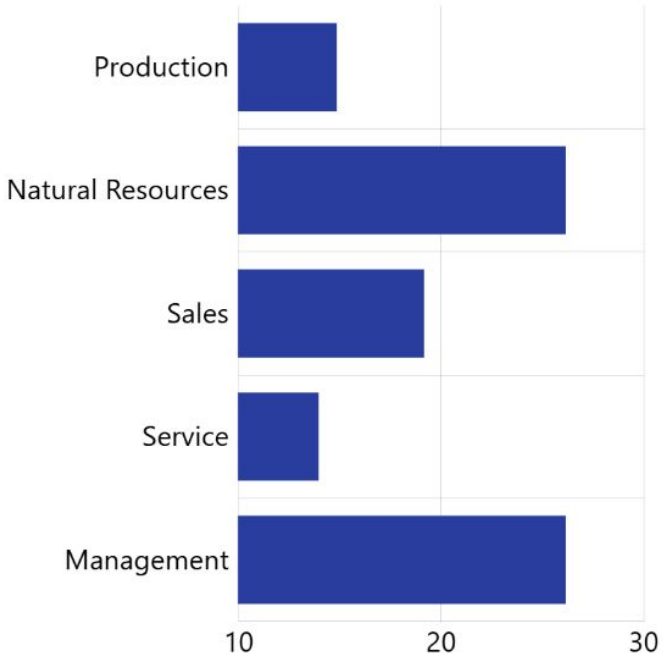
Salinas City Elementary School District

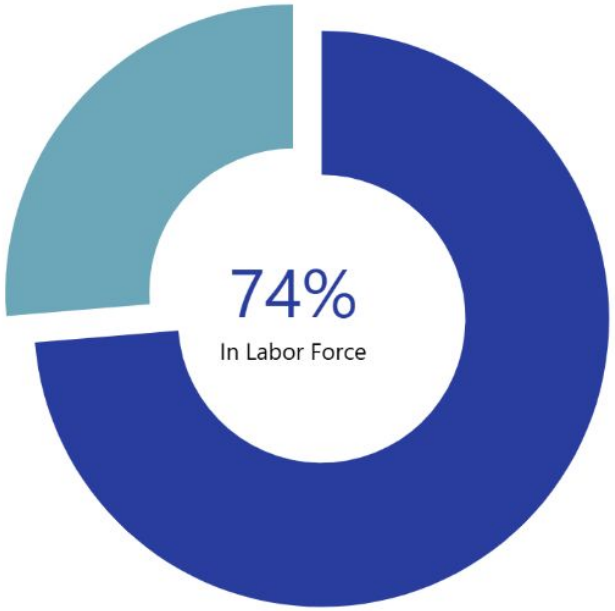
Parents (of children in public school)

Median Income of Households
$78,424

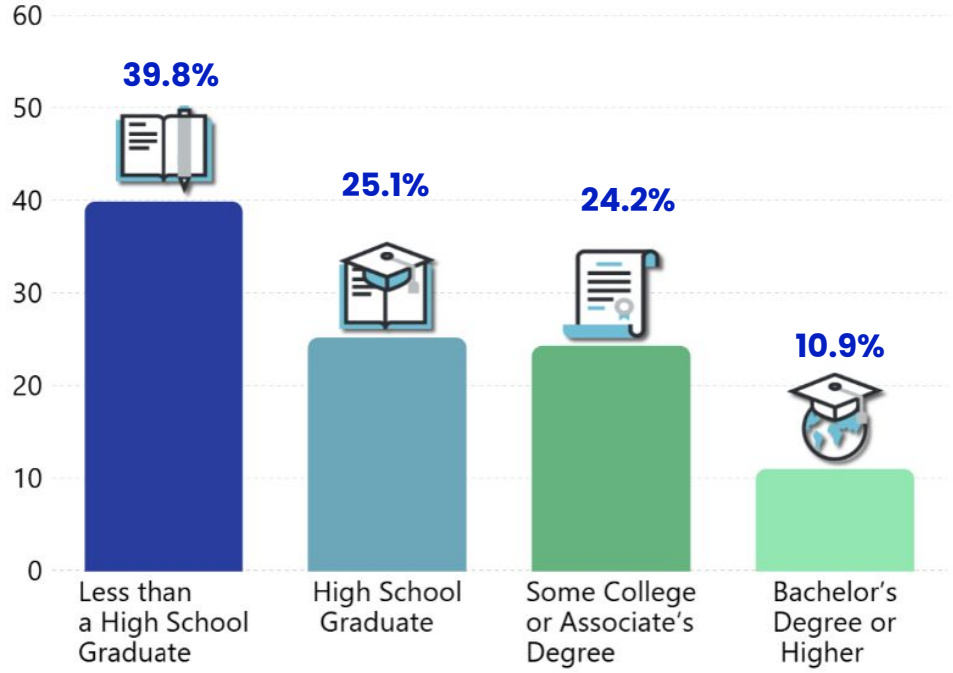
Housing Status of Families
67.0% renter-occupied | **33.0%** owner-occupied

Labor Force Status





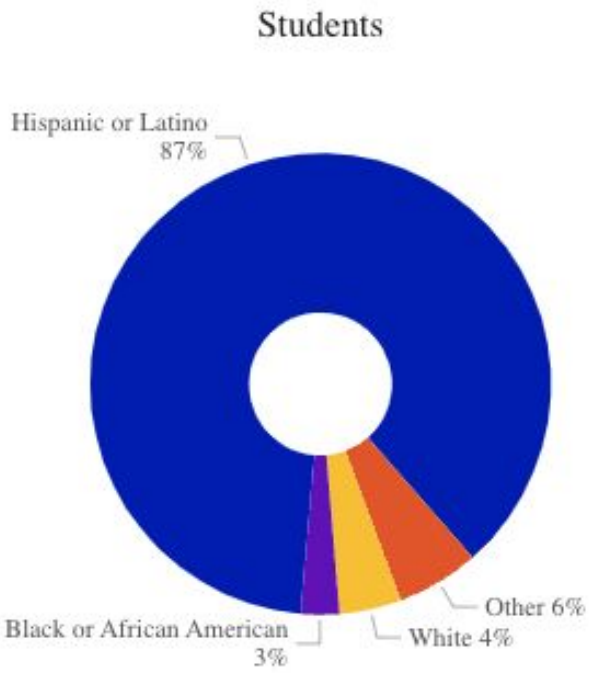
Educational Attainment

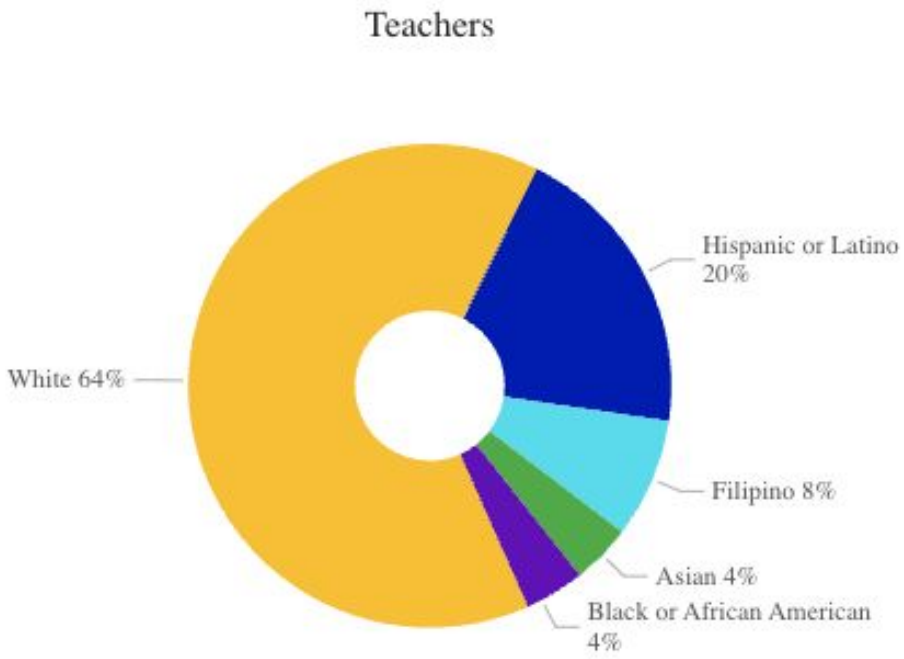


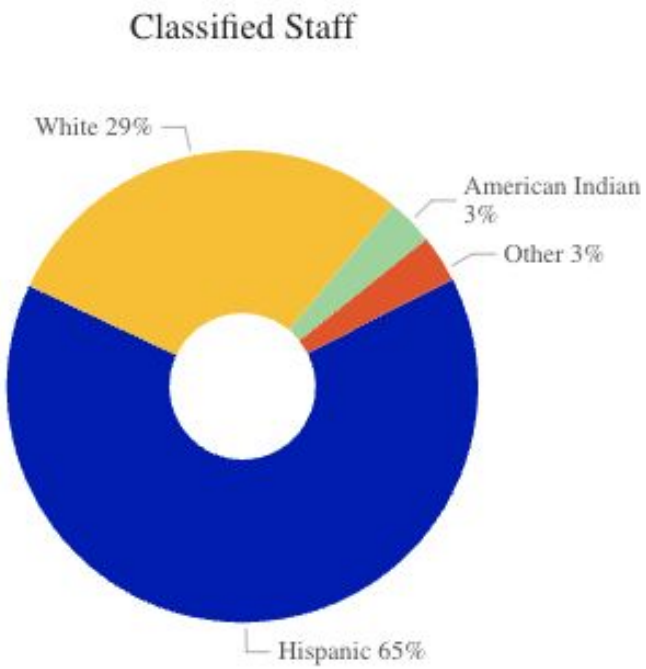


What is the demographic makeup of students & adults at University Park Elementary?

2023-2024 Student Enrollment = 482 (TK-6)





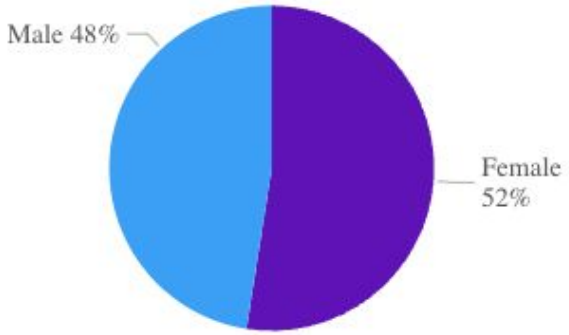


Demographic groups representing <2% of the population, as well as those identifying as two or more races, multiple, declined to state, or not reported, are categorized as 'Other.'

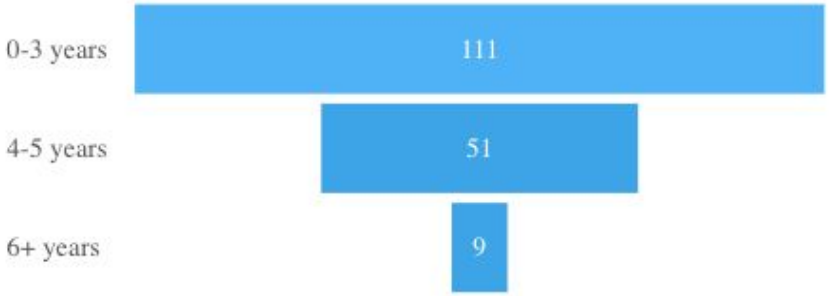
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2023-2024 Student Enrollment = 482

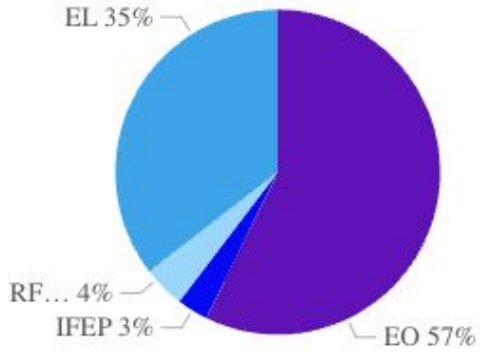
Gender



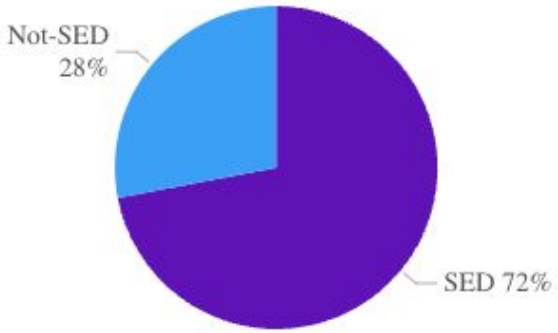
English Learners



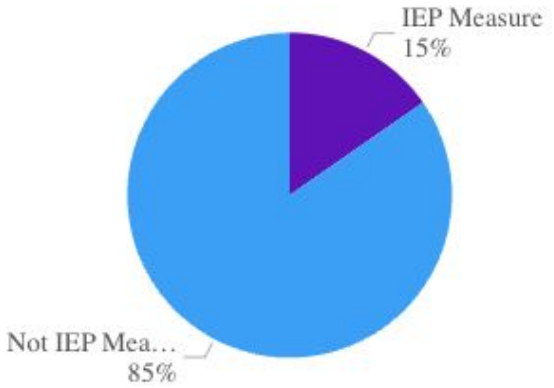
Language Fluency



Socioeconomically Disadvantaged



Students on an IEP



What do we know about students with an IEP at University Park Elementary?

Student Group	#Total	# SWD	%SWD
Female	253	27	11%
Male	229	47	21%
Economic Status			
Non-SED	135	15	11%
SED	347	59	17%
Homeless	143	24	17%
Non-Homeless	339	50	15%
Language Fluency			
EO	276	37	13%
IFEP	15	1	7%
RFEP	20	2	10%
EL	**171**	**34**	**20%**
EL 6+	28	9	32%
EL 4-5	59	14	24%
EL 0-3	84	11	13%
Ethnicity			
Black/African American	13	1	8%
Hispanic	420	66	16%
White	21	3	14%
Other	28	4	14%
Total	**482**	**74**	**15%**

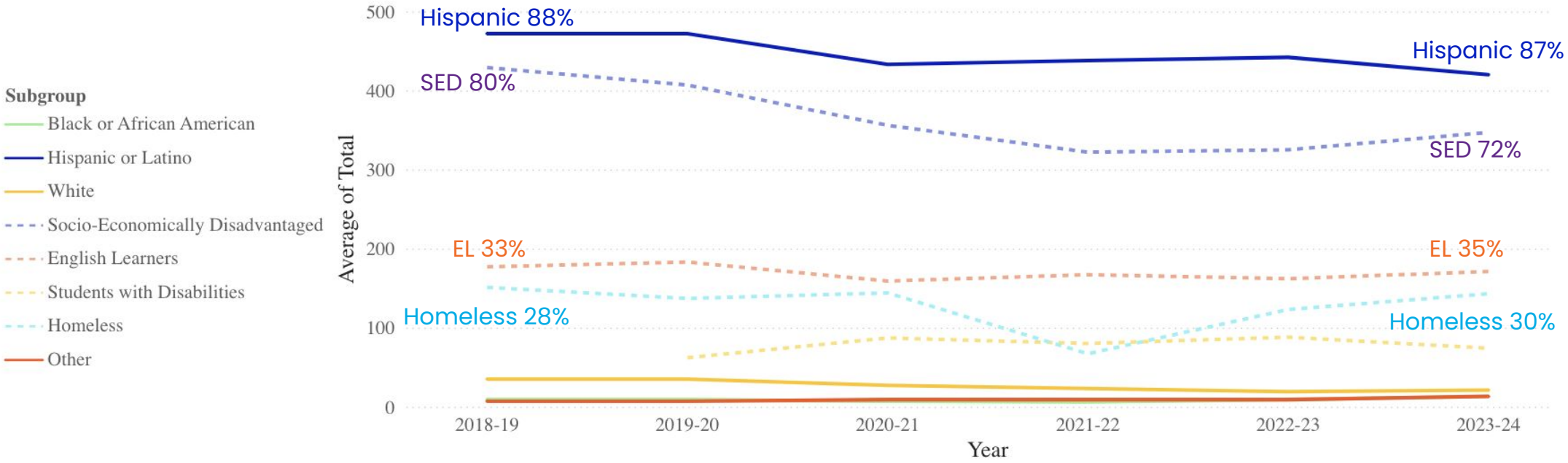
93.9% of Homeless population are "Temporarily Doubled-up"





Has the demographics changed at University Park Elementary over time?

University Park Elementary Enrollment Over Time



Subgroup	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	538	534	491	488	494	482
Black or African American	9	9	7	6	9	13
Hispanic or Latino	472	472	433	438	442	420
White	35	35	27	23	19	21
Socio-Economically Disadvantaged	429	407	356	322	325	347
English Learners	177	183	159	167	162	171
Students with Disabilities		62	87	80	88	74
Homeless	151	137	144	67	123	143
Other	7	7	9	9	9	13

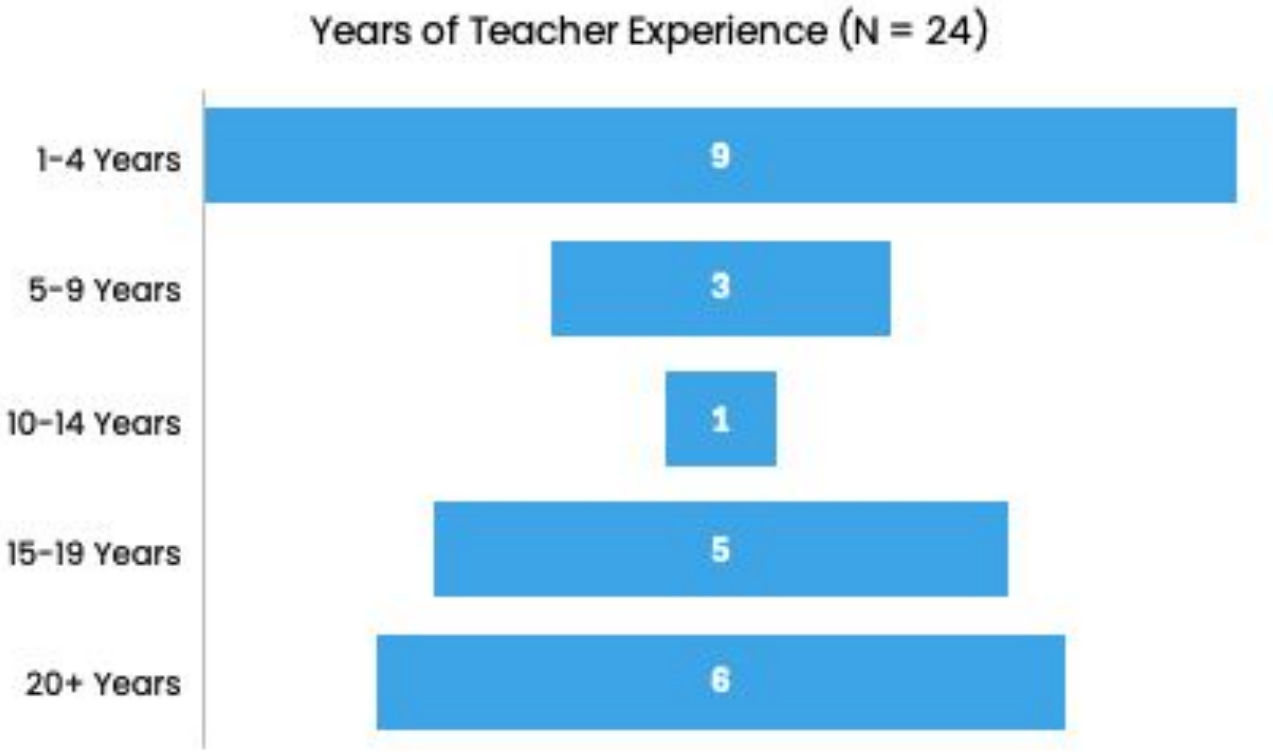
https://dq.cde.ca.gov/dataquest/

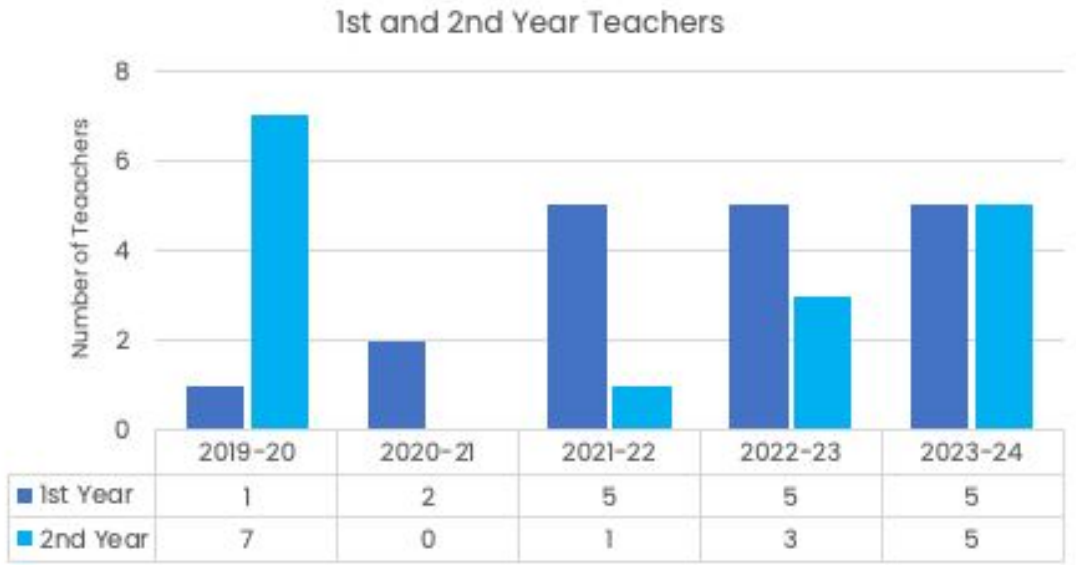
What is the staff turnover rate at University Park Elementary?

Leadership

4 principals over the past 5 years







There were 18 first-year teachers during the last 5 years out of an average of 24 teachers

75% Teacher Turnover (5 Years)

15% Average Annual Turnover

15% Average Annual Turnover in State of California (doubled since 2018)

Staff Stability

The Concept of Relative Advantage

Schools' Relative Advantage with Detail (range -80 to +80)

Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	B Vulnerability Percentile	Vulnerability Level
482		Yes	87%	3%	72%	5	34%	35%	14%	15%	43	Vulnerable

When ranking University Park's vulnerability using factors outside of the schools immediate control, University Park is less vulnerable than 57% of schools in the state.

University Park is in the "Vulnerable" category

Vulnerability is a construct comprised of following factors:

- SED
- Violent Crime per 1,000
- College Degrees
- English Learners
- Student Mobility
- Students on an IEP

Vulnerability Percentile (B)

the lower the percentile, the higher the vulnerability

Vulnerability Level:

Most Vulnerable, Vulnerable,Less Vulnerable

The Concept of Relative Advantage

Achievement is a construct comprised of following factors:

- SBAC ELA overall & SED
- SBAC Math overall & SED
- HS: Grad Rate overall & SED
- HS: A-G Overall & SED

State Rank Percentile (A)

The higher the percentile, the higher the achievement

Achievement Level:

Low, Moderate, High

Schools' Relative Advantage with Detail (range -80 to +80)

A

Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades	Grad Rate	SED Grad Rate	A-G
-36	Low	7	8	31%	29%	24%	21%			

When ranking University Park's academic achievement using SBAC scores for ELA and Math for all students and currently socioeconomic disadvantaged students, University Park is outperformed by 93% of all schools and 92% of similarly vulnerable schools in the state.

University Park is in the "Low Achievement" category.

Relative Advantage: Are Demographics determining destiny in University Park Elementary?

A positive relative advantage indicates the degree to which a school is outperforming their vulnerability, while a negative relative advantage indicates the degree to which a school is underperforming their vulnerability.

Schools' Relative Advantage with Detail 2022-2023 (range -80 to +80)

When subtracting vulnerability from achievement, the remaining difference represents a school's "Relative Advantage"

B **= A-B** **A**

Low Grade	High Grade	Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	Vulnerability Percentile	Vulnerability Level	Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades
0	6	494		Yes	89%	2%	66%	5	34%	33%	14%	18%	43	Vulnerable	-34	Low	9	9	35%	30%	25%	26%

Relative Advantage = A - B

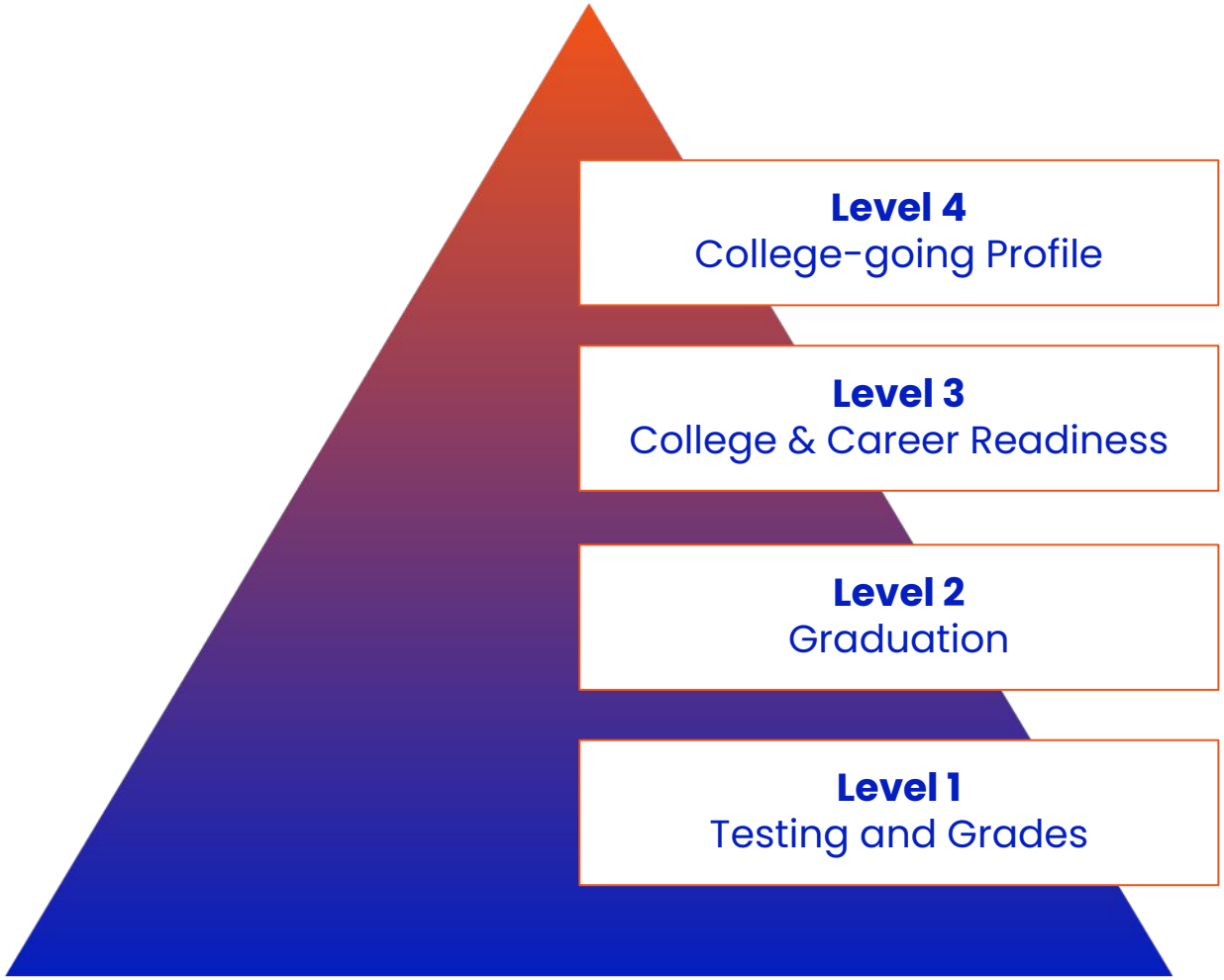
Schools' Relative Advantage with Detail 2023-2024

Low Grade	High Grade	Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	Vulnerability Percentile	Vulnerability Level	Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades
0	6	482		Yes	87%	3%	72%	5	34%	35%	14%	15%	43	Vulnerable	-36	Low	7	8	31%	29%	24%	21%

What is the student success profile?



What is the student success profile?





Level 1
Testing and Grades



Preview:

- In general, instruction is not overriding demographics and vulnerability
- Data trends have been flat since pre-pandemic years and gaps between school and state are widening for most student groups.
- The testing and grade story is not a case of “have and have nots” but one of overall depressed outcomes for all students, with students learning English (ELA) and students on an IEP (ELA and Math) far behind the rest of the pack.
- Students learning English have made notable improvement in Math following the pandemic

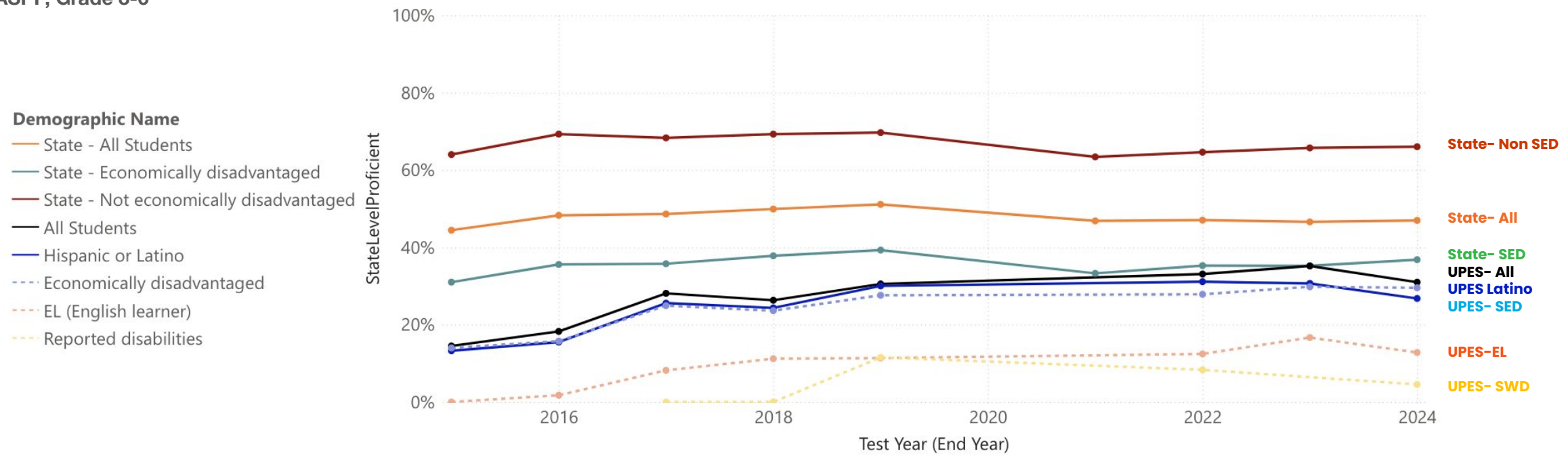
X marks the Spot where Equity Lives



What is the gap between groups on ELA SBAC over time at University Park Elementary?

At or Above Standard in English Language Arts
Test: CAASPP, Grade 3-6

2024 ELA: At or Above Standard

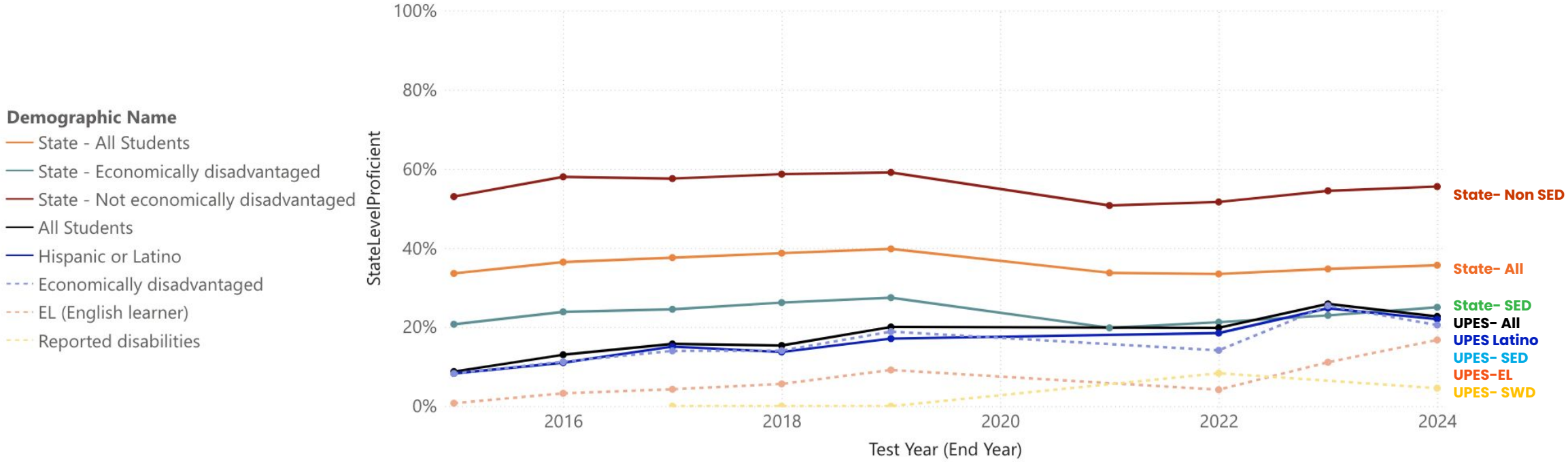


Demographic Name	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2023-24
State - All Students	44%	48%	49%	50%	51%	47%	47%	47%
State - Economically disadvantaged	31%	36%	36%	38%	39%	35%	35%	37%
State - Not economically disadvantaged	64%	69%	68%	69%	70%	65%	66%	66%
All Students	15%	18%	28%	26%	31%	33%	35%	31%
Hispanic or Latino	13%	16%	26%	24%	30%	31%	31%	27%
Economically disadvantaged	14%	16%	25%	24%	28%	28%	30%	30%
EL (English learner)	0%	2%	8%	11%	11%	12%	17%	13%
Reported disabilities			0%	0%	12%	8%		5%

What is the gap between groups on Math SBAC over time at University Park Elementary?

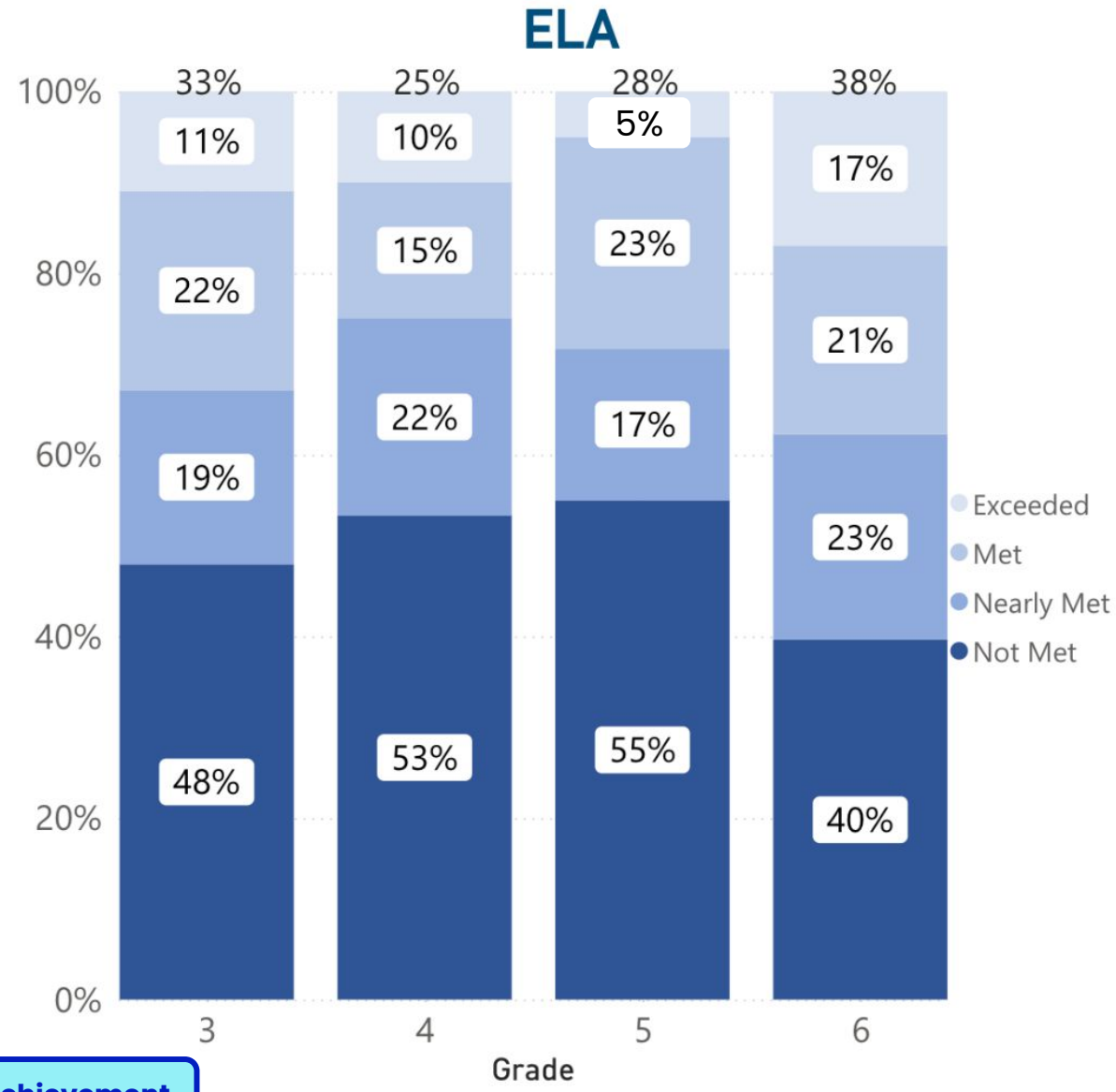
At or Above Standard in Mathematics
Test: CAASPP, Grade 3-6

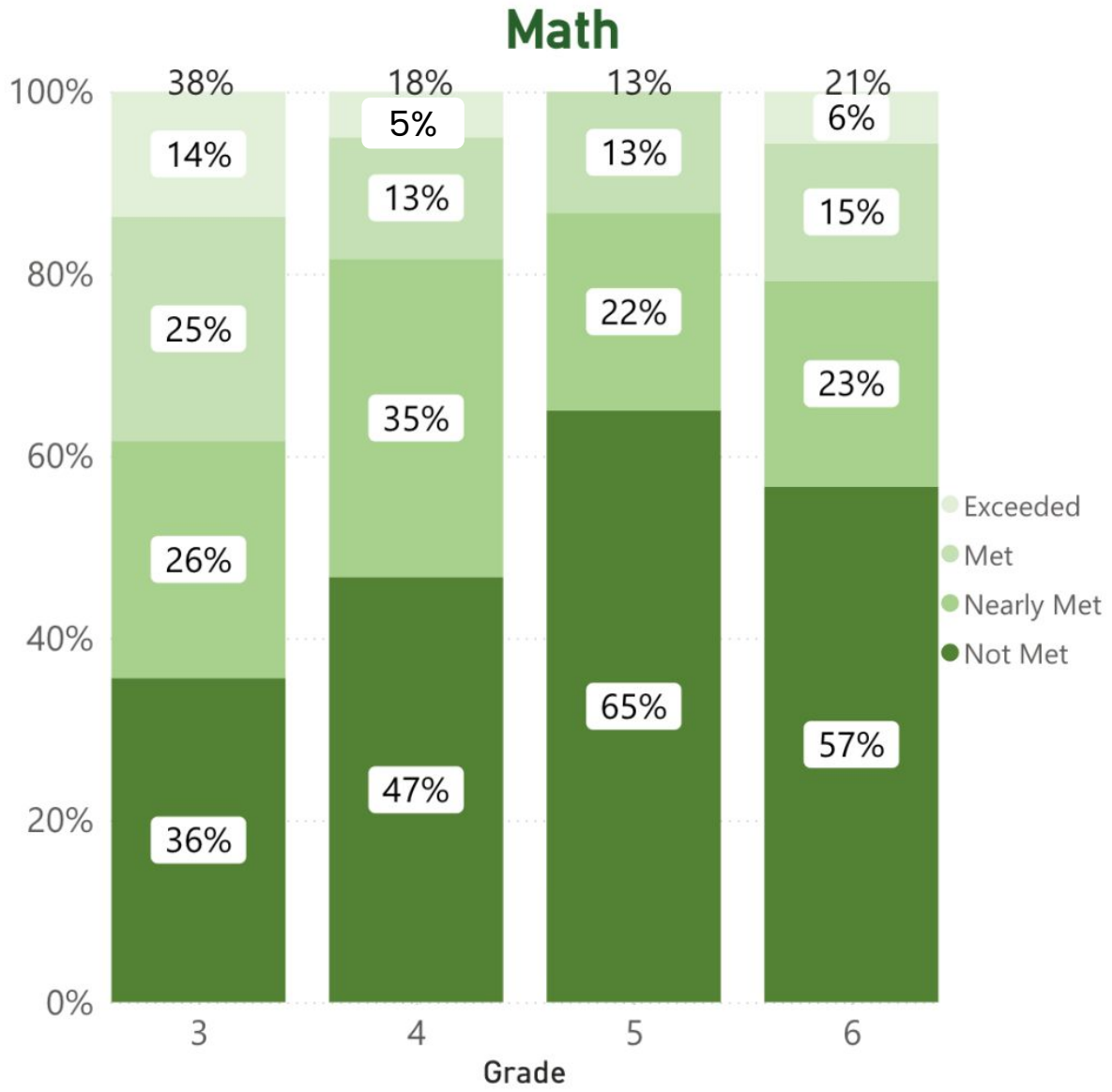
2024 Math: At or Above Standard



Demographic_Name	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2023-24
State - All Students	34%	36%	38%	39%	40%	33%	35%	36%
State - Economically disadvantaged	21%	24%	25%	26%	27%	21%	23%	25%
State - Not economically disadvantaged	53%	58%	58%	59%	59%	52%	54%	56%
All Students	9%	13%	16%	15%	20%	20%	26%	23%
Hispanic or Latino	8%	11%	15%	14%	17%	18%	25%	22%
Economically disadvantaged	8%	11%	14%	14%	19%	14%	25%	21%
EL (English learner)	1%	3%	4%	6%	9%	4%	11%	17%
Reported disabilities			0%	0%	0%	8%		5%

What is the percentage of students “Meeting Standards” in ELA and Math on 2024 SBAC?





Achievement

Level 2
Graduation

High rates of chronic absenteeism and suspensions in early grades often predict students not graduating from high school.



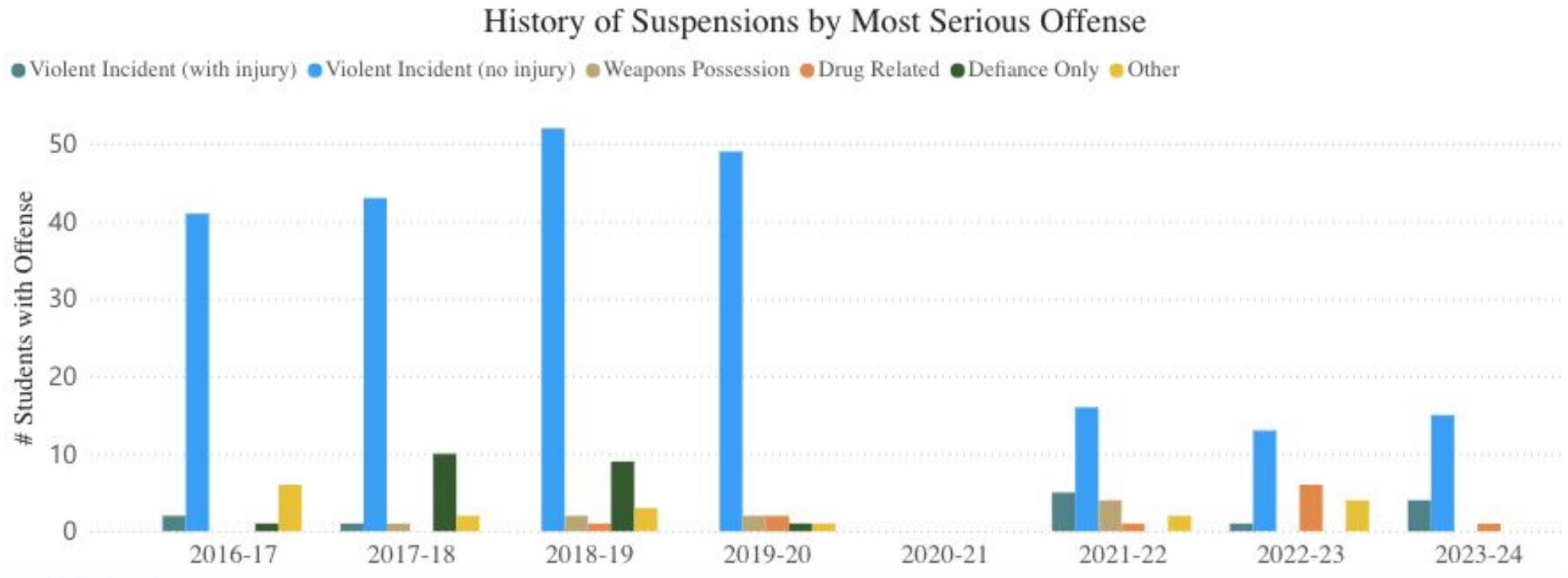
Preview:

- UPES has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates at UPES are low and declining since pandemic years
- Student stability is low when compared to district counterparts

Who is chronically absent at University Park Elementary?

Chronic Absenteeism Student Group	2017-18 Rate	2018-19 Rate	2020-21 Rate	2021-22 Rate	2022-23 Rate	2023-24 Rate	2017-18 Eligible Number	2018-19 Eligible Number	2020-21 Eligible Number	2021-22 Eligible Number	2022-23 Eligible Number	2023-24 Eligible Number
State of California	11%	12%	14%	30%	25%	20%	6,315,131	6,258,845	6,072,413	5,995,399	5,958,889	5,958,444
All Students	18%	20%	19%	45%	33%	26%	535	588	515	519	510	519
English Learners	17%	23%	22%	45%	31%	24%	195	205	175	185	168	189
Migrant	9%	23%	25%	50%		41%	11	13	12	12		17
Homeless	23%	26%	27%	54%	43%	34%	141	185	168	83	125	161
Socioeconomically Disadvantaged	21%	22%	24%	50%	37%	28%	434	488	397	372	357	397
Students with Disabilities	29%	32%	34%	61%	54%	39%	84	112	94	89	98	100
Hispanic or Latino	20%	22%	21%	46%	34%	26%	465	515	451	459	454	454

What are the offenses for suspension at University Park Elementary?



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Violent Incident (with injury)	2	1	0	0	0	5	1	4
Violent Incident (no injury)	41	43	52	49	0	16	13	15
Weapons Possession	0	1	2	2	0	4	0	0
Drug Related	0	0	1	2	0	1	6	1
Defiance Only	1	10	9	1	0	0	0	0
Other	6	2	3	1	0	2	4	0
Total Suspensions	50	57	67	55	0	28	24	20

Only one incident is recorded per student each year for Most Serious Offense; whereas Suspension Rate includes all offenses committed by a student

What can stability patterns tell us about school climate?

Students who began Kinder grade at University Park in 2018 - 19	
K grade (2018-19)	72
1st grade (2019-20)	56
2nd grade (2020-21)	49
3rd grade (2021-22)	40
4th grade (2022-23)	39
5th grade (2023-24)	34
and remained for 6 years	47%

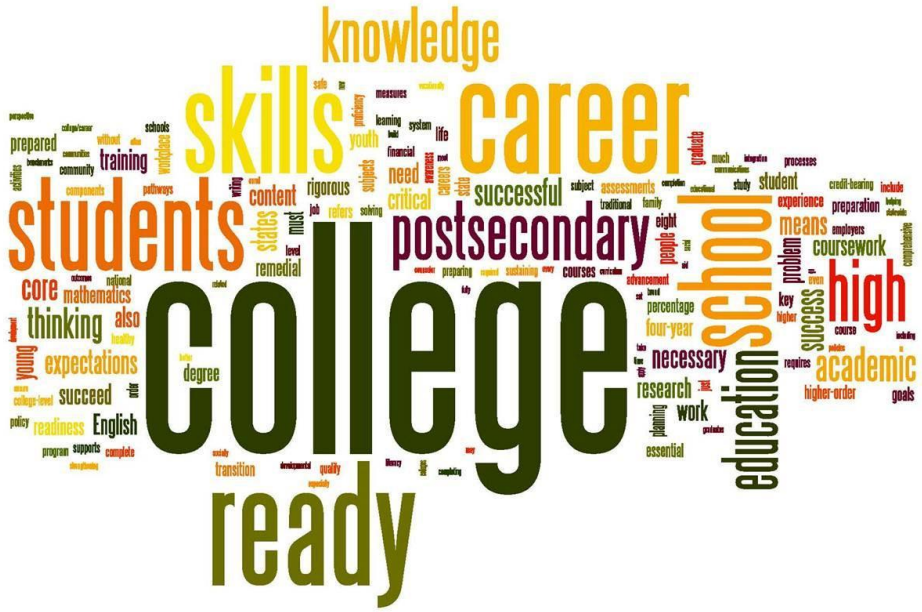
Students who began Kinder grade at University Park in 2017 - 18	
K grade (2017-18)	72
1st grade (2018-19)	59
2nd grade (2019-20)	54
3rd grade (2020-21)	43
4th grade (2021-22)	38
5th grade (2022-23)	33
6th grade (2023-24)	28
and remained for 7 years	39%

Students who began 1st grade at University Park in 2017 - 18	
1st grade (2017-18)	68
2nd grade (2018-19)	59
3rd grade (2019-20)	47
4th grade (2020-21)	46
5th grade (2021-22)	44
6th grade (2022-23)	41
and remained for 6 years	60%

Students who began 2nd grade at University Park in 2017 - 18	
2nd grade (2017-18)	70
3rd grade (2018-19)	62
4th grade (2019-20)	59
5th grade (2020-21)	53
6th grade (2021-22)	50
and remained for 5 years	71%

Above are four (4) separate cohorts of students who remained at the school for their respective years.

Level 3
College & Career Readiness



Preview:

- 64% of EL students are not on-track for reclassification by 5th year in US schools.
- The potential lack of reclassification of English Learners before middle school, and then high school, can have great impact on future life options.
- 8/9 of the ELs who leave UPES to junior high, leave as LTELS.

What do we know about English Learners at University Park Elementary?

Emergent Bilinguals by US Enrollment and ELPAC Level 2023-24

On Track 36%

Years	Beginning (1)	Somewhat Developed (2)	Moderately Developed (3)	Well Developed (4)	RFEP	Total
0	6	0	0	0	0	6
1	18	7	4	0	0	29
2	5	10	12	2	0	29
3	2	3	13	2	0	20
4	1	5	5	2	0	13
5	3	2	11	3	1	20
6	0	0	6	2	5	13
7	0	1	1	2	10	14
8	0	0	0	0	4	4
Grand Total	35	28	52	13	20	148
Total	11	11	23	7	0	52

On Watch 35%

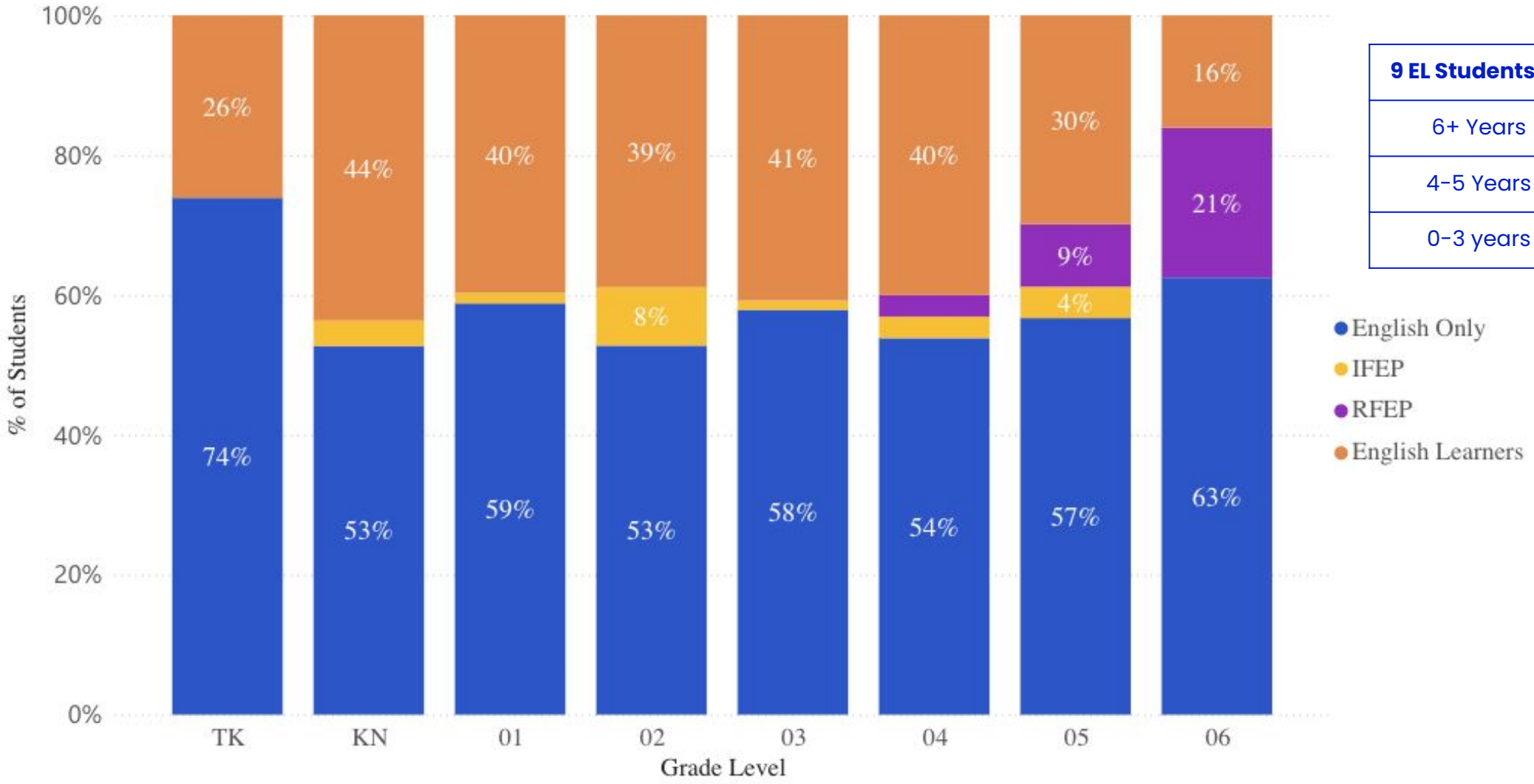


13 students have satisfied the ELPAC threshold for reclassification, yet are not meeting one or more local measures.

English Learners that also received IEP services not included (39)

English Learners

What is the Language Fluency of University Park Elementary by grade level?



9 EL Students going to Middle School	
6+ Years	8 students
4-5 Years	1 students
0-3 years	0 students

English Learners

Level 4
College-going Profile

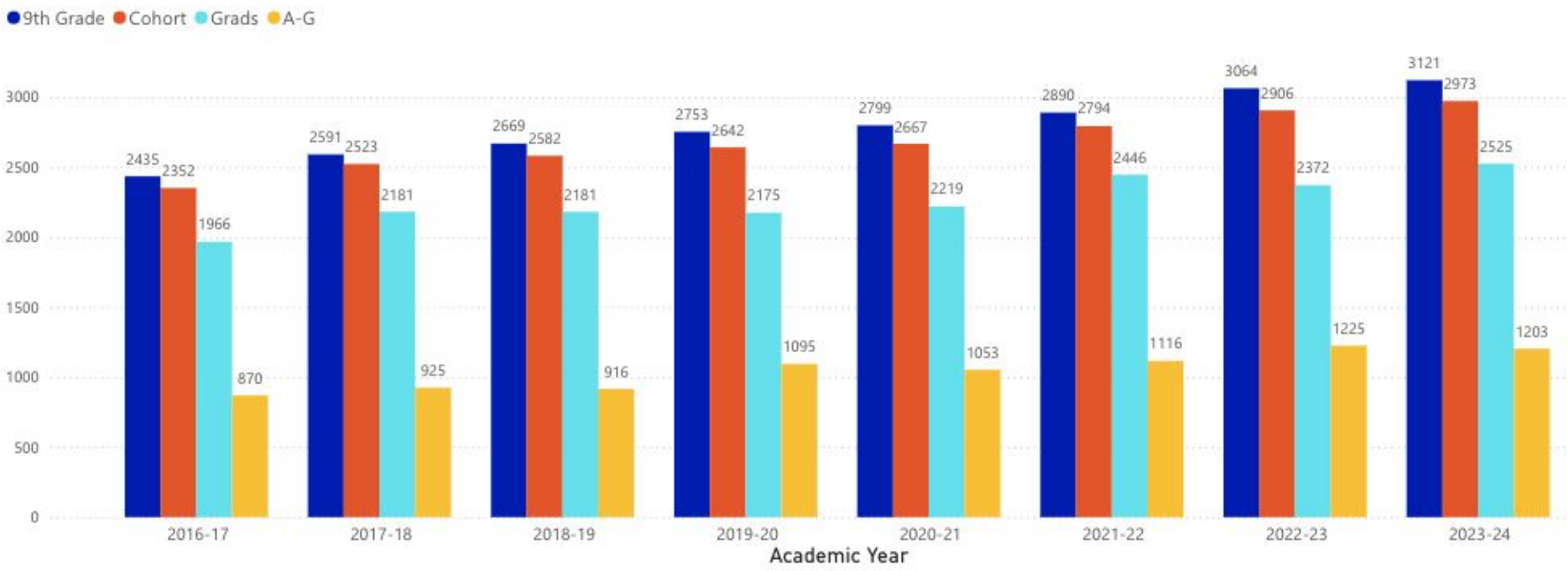


Preview:

- Three times as many Salinas Union HSD students graduate eligible to attend a four-year university than actually do attend a four-year college.
- Almost 3 times as many Salinas Union HSD students enroll in a two-year college rather than a four-year college within one year of graduation.
- The odds of graduating from a four-year university are more than 15-times greater if you start at a four-year college.

Who started in 9th grade, graduated, and met A-G criteria?

Salinas Union HS District Four-Year Cohort, Grads, & Students meeting UC/CSU A-G Criteria



Groups	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grad Rate	84%	86%	85%	82%	83%	88%	82%	85%
UC/CSU A-G Rate	44%	42%	42%	50%	48%	46%	52%	48%
Dropout Rate	7%	7%	12%	8%	8%	6%	6%	5%
# Dropouts	152	187	300	215	203	169	185	154
Seal of Biliteracy	220	341	158	252	351	414	479	475

The **Four-Year Cohort** considers all students throughout high school for a grade level, starting with a count of all 9th grade students, subtracting any that go to a known location (e.g., another school) and adding incoming transfers, within four years following their start in 9th grade.

Rates: For Graduate Rate, the number of **Graduates** is divided by cohort number, but for **A-G Rate** the number of A-G students is divided by the number of graduates. The number of incoming ninth grade students is not in accountability measures but is included for the visual.

What is the profile of Salinas Union HSD students who attend college?

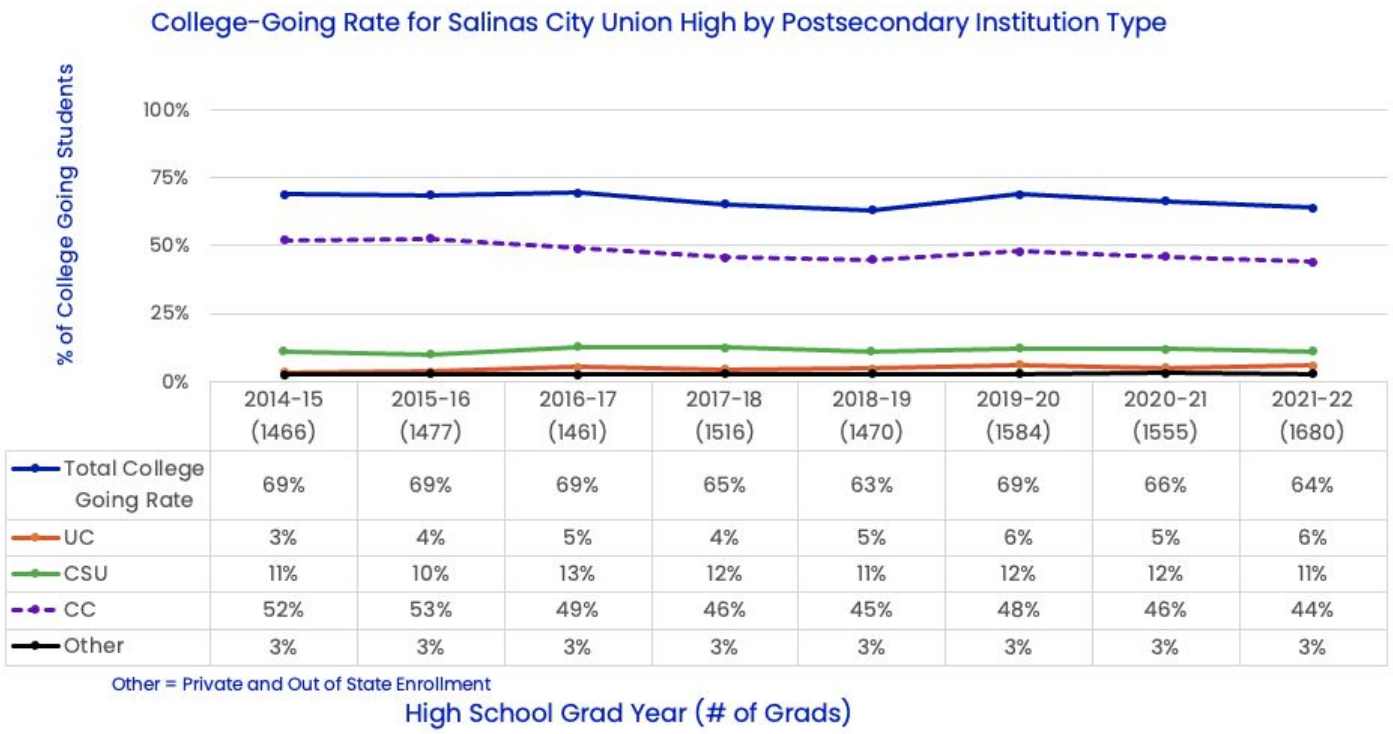
Filters Enabled:
School Type: Non-Charter Schools
College Enrollment Timeframe: 12 Months

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Salinas Union High	2,634	1,680	63.8%	5.8%	11.0%	44.1%	1.1%	1.3%	0.4%
Monterey	5,185	3,316	64.0%	5.6%	10.2%	44.1%	1.2%	2.4%	0.5%
State	399,781	254,337	63.6%	7.8%	11.9%	33.5%	3.1%	6.8%	0.5%

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Salinas Union High	2,794	2,446	87.5%	45.6%	16.9%	26.4%
Monterey County	5,580	4,962	88.9%	47.8%	11.0%	22.1%
Statewide Total	427,386	386,167	90.4%	51.1%	12.3%	30.2%

2021-2022 School Year

- 45.6% of Salinas City Union HS completers met UC/CSU requirements in 2021-22.
- 16.8% went to a 4-year college.
- 44% went to community college
- When applying the community college transfer rate… approximately **31** of the approximately **739** students enrolled in community college will go on to complete a BA or BS



Includes students enrolling in college within 12 months after graduating high school

So why should I take advanced Math or Science courses?

What if for <u>every</u> course you did take, you could increase your odds of graduating from college by…

73%

Effects strongest for Latino students

For each of 4 Courses:
Algebra 2, Trig, Pre-Calc, & Calculus

45%

For each of 3 Courses:
Biology, Chemistry, & Physics

Trusty, J. (2004). *Relationships between students' high school and middle school experiences and later completion of a bachelor's degree* (Research Monograph #1). Center for School Counseling Outcome Research. University of Massachusetts, Amherst.

"Imperfect" BA/BS Attainment Scenarios

#1: Starting at a CC

100 Grads

Hartnell College has a **5%** transfer rate

5

5 students transfer to Cal State Monterey Bay (**84%** grad rate for transfer students)

4

4 College Graduates (BA/BS)

Current Rate Publicly Reported on Federal NCES Site



#2: Starting at a 4 year

100 Grads

Cal State Monterey Bay has **63%** grad rate for 1st time freshman

63

63 College Graduates (BA/BS) Cal State Monterey Bay

The odds of graduating from college with a BA/BS are much greater if students begin at a 4-year college.

Both Scenarios based on 6-Year Grad Rates

CSU Rates

Whatever a student's decision –
four-year college, community college, trade school, military, or directly into a career –
having a strong academic background,
defined by A-G coursework and *grade-level academic proficiency*,
makes success much more likely!

University Park Elementary Student Success Profile Summary

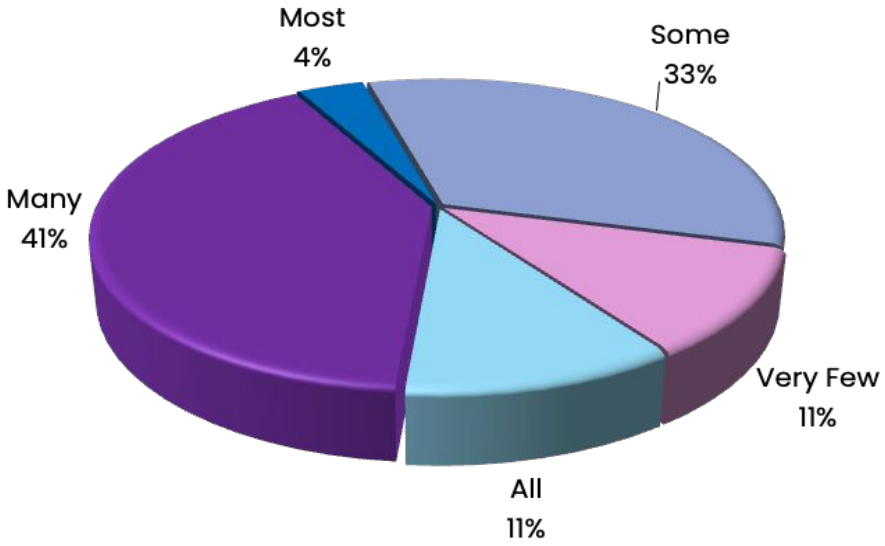
- In general, instruction is not overriding demographics and vulnerability
- Data trends have been flat since pre-pandemic years and gaps between school and state are widening for most student groups.
- The testing and grade story is not a case of "have and have nots" but one of overall depressed outcomes for all students, with students learning English (ELA) and students on an IEP (ELA and Math) far behind the rest of the pack.
- Students learning English have made notable improvement in Math following the pandemic
- UPES has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates at UPES are low and declining since pandemic years
- Student stability is low when compared to district counterparts 64% of EL students are not on-track for reclassification by 5th year in US schools.
- The potential lack of reclassification of English Learners before middle school, and then high school, can have great impact on future life options.
- 8/9 of the ELs who leave UPES to junior high, leave as LTELS.
- Three times as many Salinas Union HSD students graduate eligible to attend a four-year university than actually do attend a four-year college.
- Almost 3 times as many Salinas Union HSD students enroll in a two-year college rather than a four-year college within one year of graduation.
- The odds of graduating from a four-year university are more than 15-times greater if you start at a four-year college.

What SYSTEMS best explain the success profile?



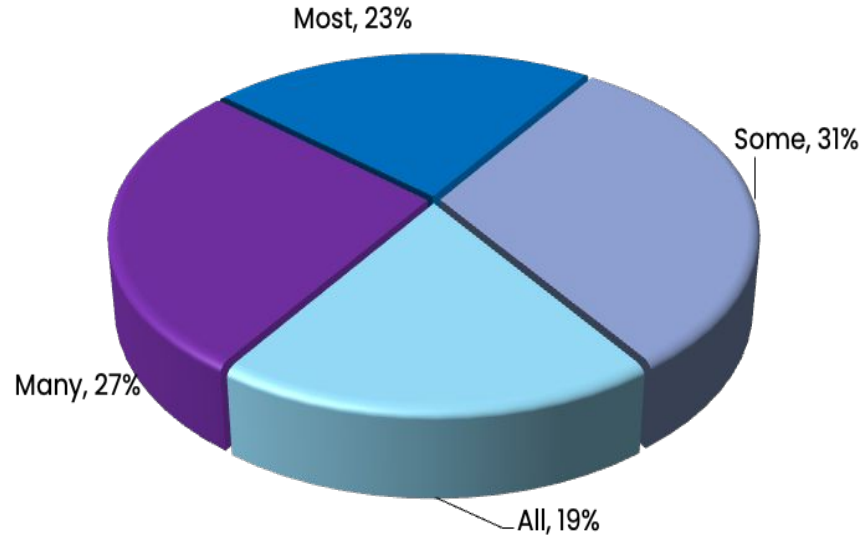
Adult expectations can influence student outcomes

In your estimation, how many students do you believe can successfully graduate UC/CSU eligible?



All/Most
15%

In your estimation, how many parent/guardians want their child to attend a university upon graduation?



All/Most
42%

Parent comments

" Yo quisiera que mi hijo llegara a ser presidente de los Estados Unidos."

"To go as far as they can go, and to achieve their full potential."

"I would be honored if my granddaughter got her doctorate."

Surveys
N=28

Staff does not have a unified view of school and district culture

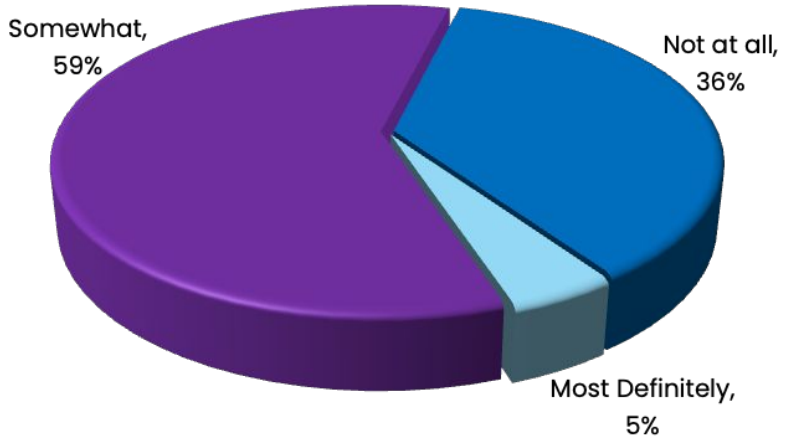
"College going culture is not really present. Its individual teachers that promote college and the importance of college and career…"

"This school does not have a college going culture. We do spirit week but it isn't college related. We do not talk about college. It's individual teachers that talk about college."

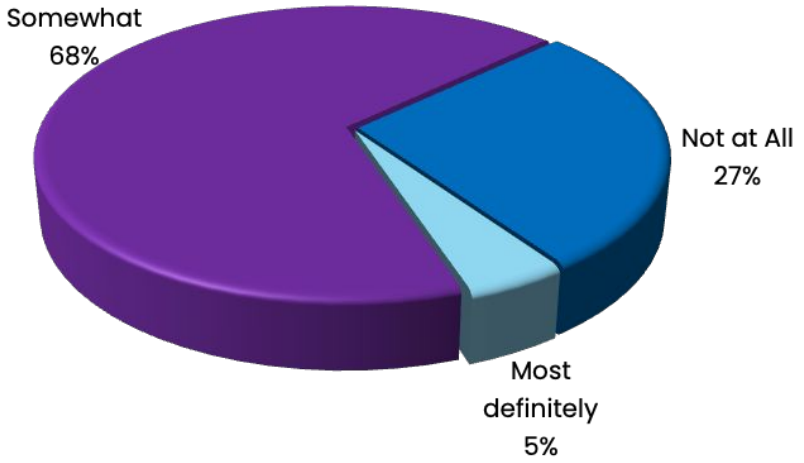
" I see our superintendent, by telling her story, is inspiring to me. Not speaking for everyone, I hope she has time to share her story with parents."

"The district does not have a college going culture…"

Does your school have a strong college or high-wage career-going culture?



Does your district have a strong college or high-wage career-going culture?



Surveys & Interviews

Supporting Finding: A low ceiling for student achievement is created by the 3 systemic conditions that follow:

1. Symbolic Data Systems	A system of data collection that is not designed to accelerate achievement
2. Weak Program Design	A design that lacks alignment between curriculum, assessments, and rigorous, agreed upon student outcomes or with limited differentiation to meet diverse student needs
3. Baby-Step Planning	A form of planning that plans for small, attainable, incremental increases in achievement from a baseline of current achievement levels. This is a gap-filling, remedial approach, rather than an accelerating design

1. Symbolic Data Systems



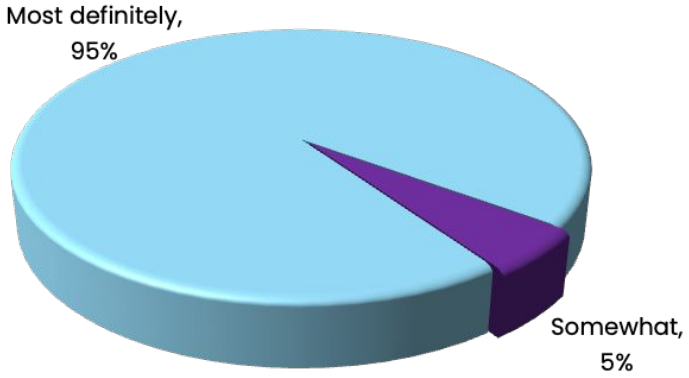
1. Symbolic Data Systems



- In most cases, curricular pieces drive instruction, not standards
- Although occurring in pockets, there is overall weak calibration on the academic “floor” (as defined by SBAC)
- Most common assessments monitor progress on developmental skills rather than mastery of grade-level agreements on chunks of instructional targets
- GLRT is an emerging practice, using data to generate team instructional responses one standard/skill/focus at a time

1. Symbolic Data Systems

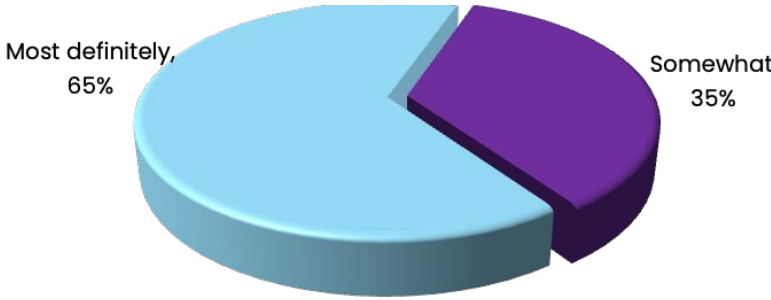
I use data to inform practices in my classroom



"I Use data to identify which students have mastered a standard and identify which students need help. "

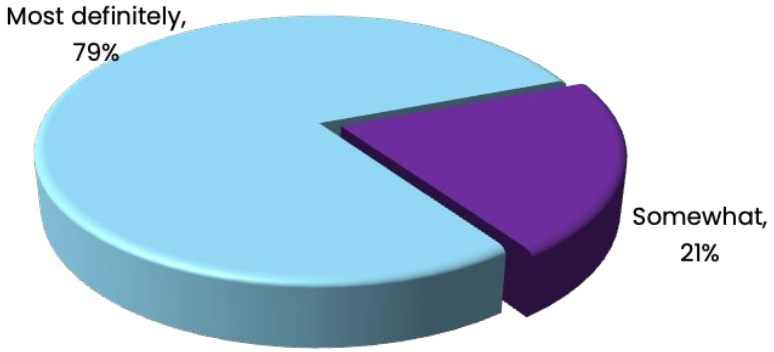
"I Use a lot of exit tickets."

My school has a strong culture of using data to inform our decisions and practices



"We use 3-6 week data cycles to monitor and improve student progress.."

As a department or a grade-level we use data to inform our teaching as a team



"During GLR we use data to formulate and monitor our goals. We use pre and post test"

"We use data cycles (3-6) from GLRT that help us understand which students need further support."

1. Symbolic Data Systems

"Everybody" Uses Data

	Standards	Units	Assessments	Data
Making gains and closing gaps →	Short list of target standards	Collaborate/ backwards map from target standards	Teams create assessments calibrated to an independent definition of grade level rigor	Teams receive data immediately after assessing and formally analyze to modify instruction
Flat and stagnant →	They teach the standards in their adopted materials	They teach the units/ chapters/ themes in their adopted materials as a team	Teams use assessments from adoptions every 6-8 weeks	Receive reports
Slip-sliding away, gaps widen →	They teach all of the standards	Individuals or teams teach their own units	Assess using diagnostic assessment three times per year	Data reports skills and grade level equivalent, not what was taught in class

Common Assessments monitor progress on developmental skills rather than mastery of grade-level agreements on chunks of instructional targets

1. Symbolic Data Systems

STAR Reading (GE score)				STAR Math (GE score)			
Students Not Meeting Standard	*Students Not Meeting Standard*	*Students Meeting Standard*	*Students Exceeded Standard*	*Students Not Meeting Standard*	*Students Not Meeting Standard*	*Students Meeting Standard*	*Students Exceeded Standard*
0 - 4.4	*4.5 - 4.9*	*5.0 - 5.2*	*5.3+*	*0 - 4.4*	*4.5 - 4.9*	*5.0 - 5.2*	*5.3+*
0 - 4.6	*4.7 - 5.2*	*5.3 - 5.5*	*5.6+*	*0 - 4.6*	*4.7 - 5.2*	*5.3 - 5.5*	*5.6+*
0 - 4.8	*4.9 - 5.4*	*5.5 - 5.7*	*5.8 +*	*0 - 4.8*	*4.9 - 5.4*	*5.5 - 5.7*	*5.8 +*
0 - 5.0	*5.1 - 5.7*	*5.8 - 6.0*	*6.1 +*	*0 - 5.0*	*5.1 - 5.7*	*5.8 - 6.0*	*6.1 +*
Baseline	**T1**	**T2**	**T3**	**Baseline**	**T1**	**T2**	**T3**
5.6	6.8			4.2	6.1		
3.7	2.1			3.9	3.7		
3.8	2.5			4.2	3.9		
8.7	8.2			3.2	3.7		
4.6	3.5			4.2	3.3		
7.2	6.4			5.5	5		
8.1	8.6			6.3	5.5		
5.1	4.5			5.1	5.1		
4.3	3.6			3.2	3.8		
7.3	5.4			5.5	4.9		
5.2	5			4.3	5.8		
2.7	1.8			2.8	3.3		
2.4	1.6			3.1	1.1		
5.4	5.7			7.2	6.6		
4.9	3.4			4.6	3.6		
1.8	0.8			2.3	1.4		
2.8	2.6			3.1	1.9		
6.2	7.3			5.7	6.3		
3.7	3.2			1.9	2.1		
1.5	1.1			0.4	0.8		
4.5	3.1			4.6	5.9		
2.7				3.8			
4.7	3.8			7.1	6		

Do the commonly gathered data help you answer the most helpful question?

Less Helpful Questions	Most Helpful Questions
• What are students' diagnosed learning gaps? • Has student learning grown in some way?	• What is the grade level floor for this upcoming period of instructional time? • Under what conditions will all students be able to reach the agreed-upon floor during that unit of time? • How well did students learn what I intended to teach during that unit of time? • Under what conditions will students learn what they did not master during the previous unit of time, while moving forward with new grade-level learning?

1. Symbolic Data Systems

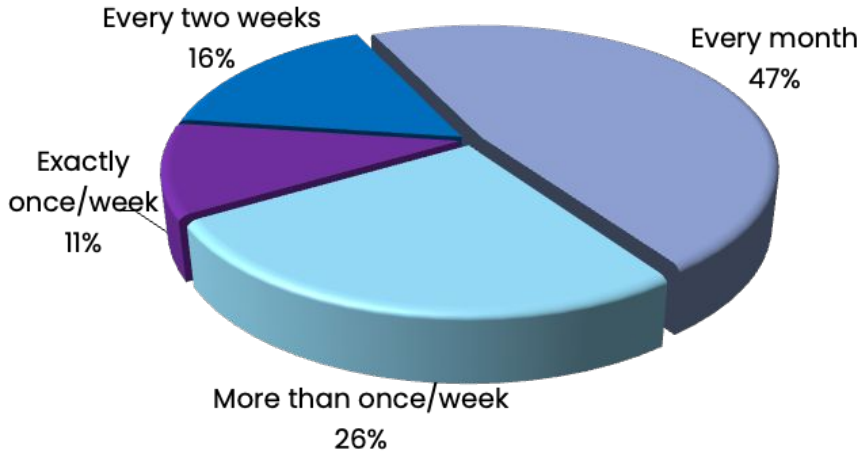
"We constantly meet to discuss classroom curriculum. But we do not really discuss classroom rigor. We tend to share resources and standards that we are covering."

"We discuss our current and future instruction and collaborate on what is working."

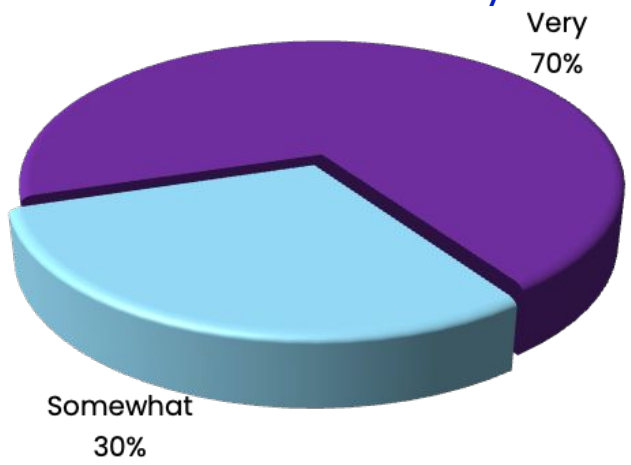
"Plan, follow agenda and tasks given to us by admin/district…"

"We check on lesson planning, target goals, support each other in writing ting lesson plans and strategies."

I collaborate with my course-alike or grade-level teacher team



How meaningful is the collaboration time to you?



2. Weak Program Design



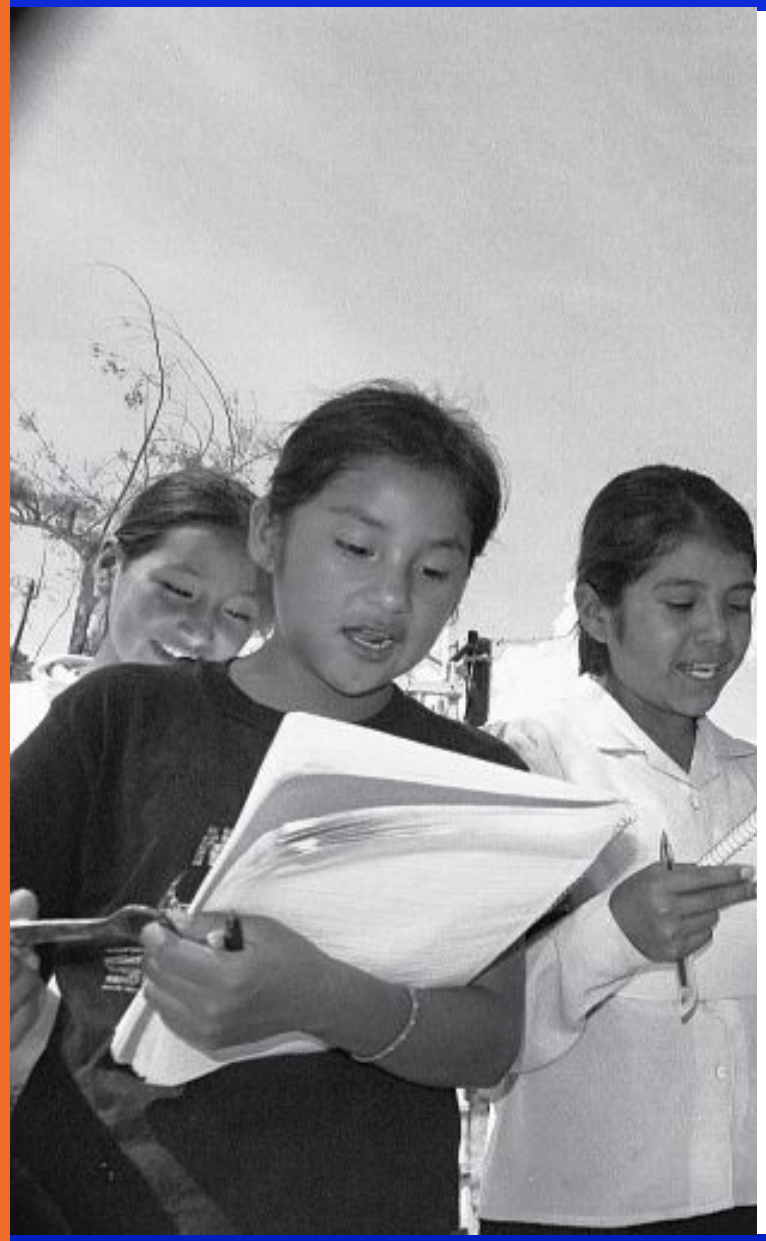


What is the Floor?

- Grade-level rigor is loosely defined and differs from classroom to classroom
- Most instruction is guided by curricular pieces not standards and what is assessed in common is not always the same as what was taught
- Designated ELD is evident on the sites' master schedule, but is inconsistently implemented and largely focused on domain skills from the ELPAC rather than a preview review of core, vocabulary development, and oral language practice.
- Differentiation of instruction based on data is largely reserved for tier 2 and tier 3 intervention, rather than formatively impacting first instruction.

2. Weak Program Design

Inconsistent ELD Instruction has a direct Impact on student achievement



"Students are pulled out for designated ELD time... 45 min."

"Grade levels have the same designated ELD. We pull our own students."

"ELD support is done within each classroom. Pair groups, level 1 and level 2, to support one another."

"Two days a week is a whole group and the rest of week is a small group."

"Other than designated ELD time we do not have much."

"Making sure that students are seated next to someone that can support the student."

"We use materials from other teachers, ELPAC prep formatted."

"We fill out documents but do not have a program to help newcomers."

"We do not have much information or training regarding how to help EL students."

"The district does not follow up or monitor designated ELD time."

2. Weak Program Design

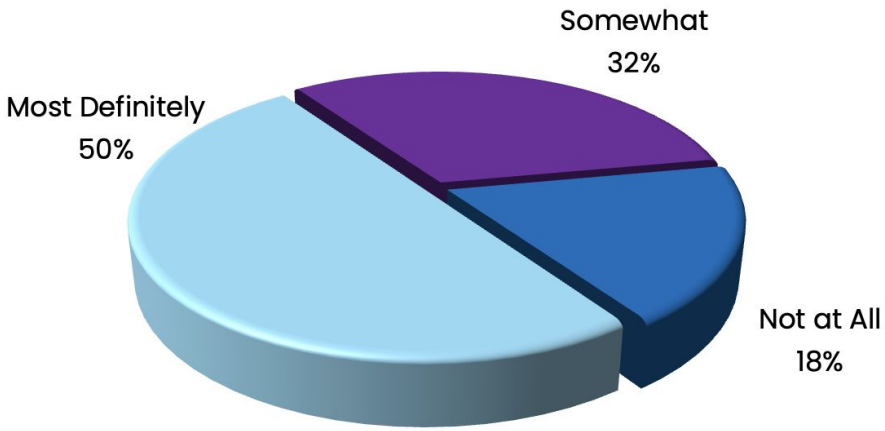
"Professional Development at GLR about small groups."

"I appreciate learning how to implement technology in the classroom."

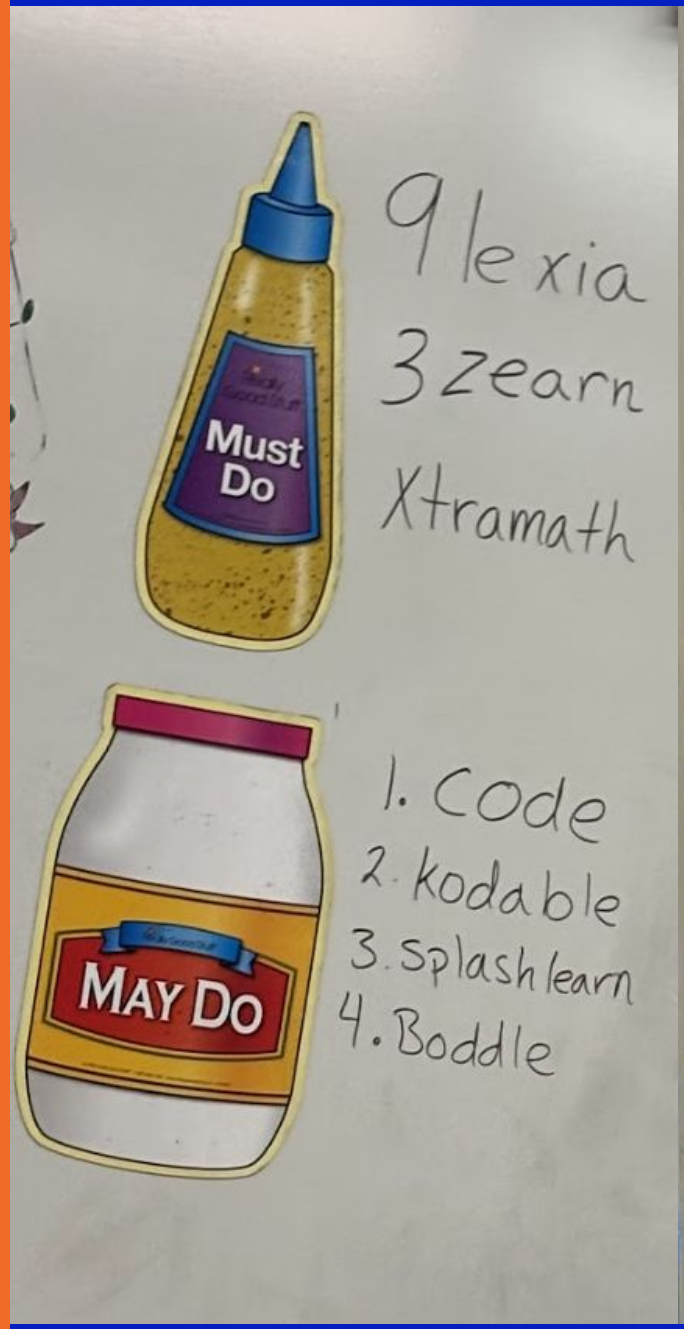
"GLAD training, Thinking Maps, and UDL"

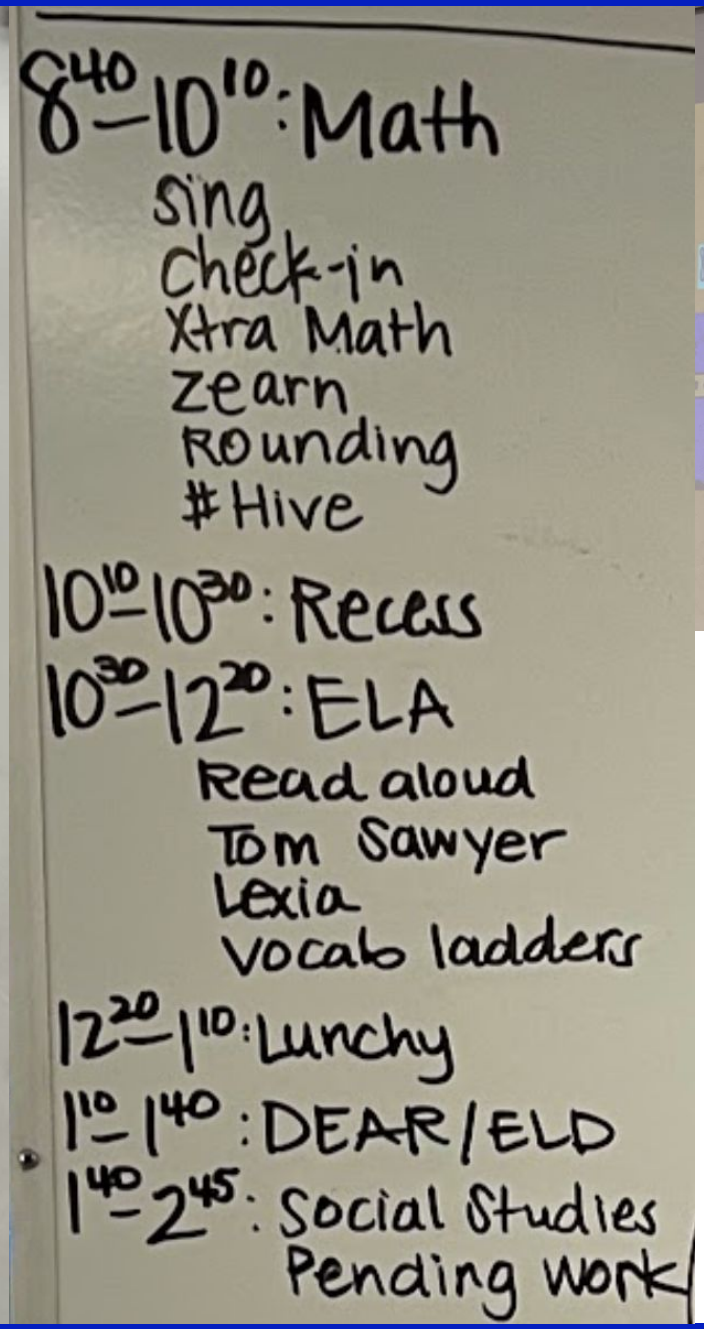
"Professional developments provided by the district."

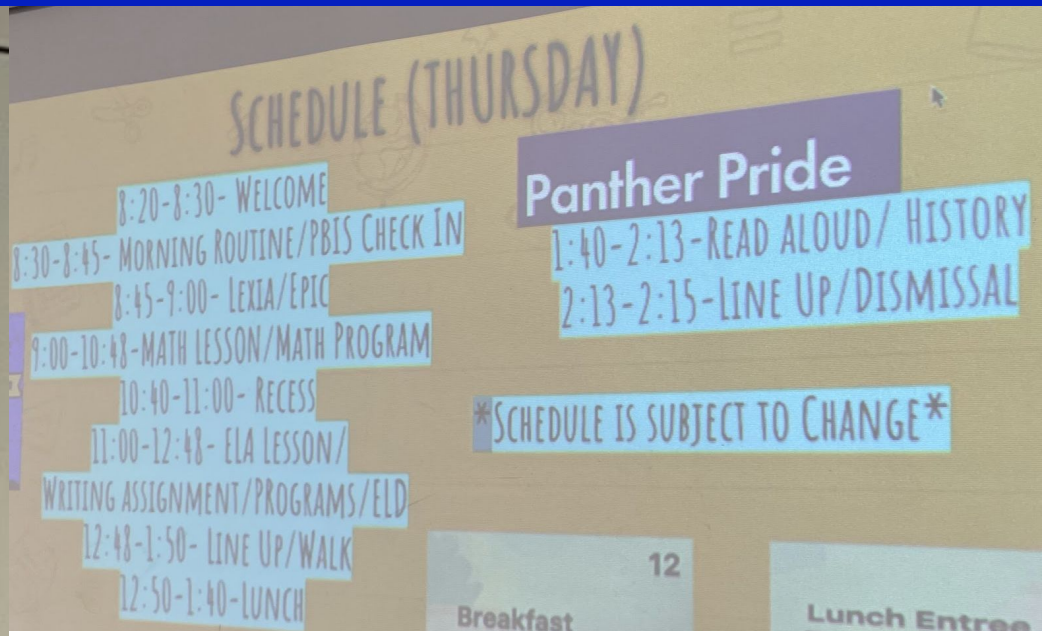
Does the professional development you've participated in over the past few years impact instructional practices at your school?



2. Weak Program Design



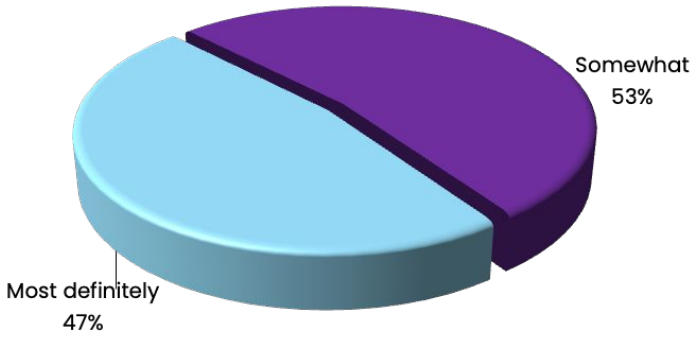




Relying on learning software that uses diagnostic assessments rather than formative assessments can lead to outdated or inaccurate instruction, as it fails to reflect students' ongoing progress. This approach may oversimplify student needs, reduce teacher involvement, and limit responsiveness to real-time learning. It can also contribute to equity issues by misplacing students, particularly English learners or those with disabilities.

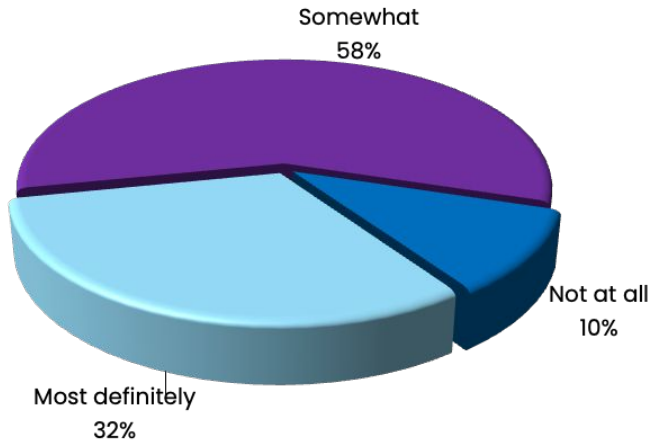
2. Weak Program Design

Imagine you are a teacher new to the school would you know specifically what content and skills you are responsible for teaching?



"The scope and sequences provide guidance, and the district isn't as rigid as it was in previous years."

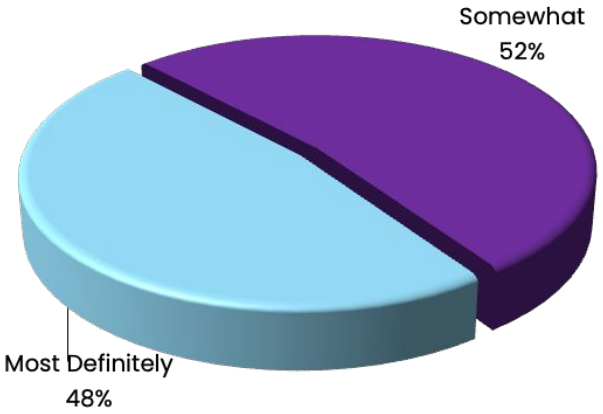
If you were a new teacher, would you be clear about the level of rigor expected for you course/grade?



"As a grade level, we have common planning every three weeks."

"Pacing guides can help, but they aren't mandatory."

There exists agreement among teachers who teach the same subject/grade as to what students should demonstrate in order to earn a grade (A,B,C,D,F, or any other form of grading)



"We all know we're teaching the same curriculum, but we don't really know the level of rigor each of us is using."

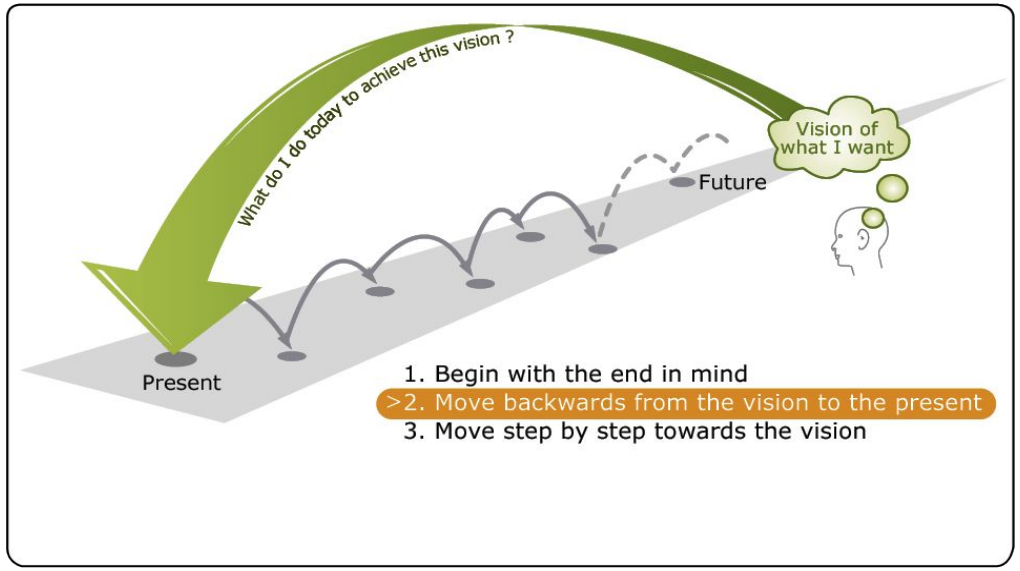
3. Baby-Step Planning

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Baby-step Planning:
A form of planning that plans for small, attainable, incremental increases in achievement from a baseline of current achievement levels. This is a gap-filling, remedial approach rather than an accelerating design.



Backcasting:
An approach to planning where a desired future outcome determines decisions about the present. Through a process of reverse engineering, actions needed to accomplish the goal are defined, tending to yield accelerated goals by design.



3. Baby-Step Planning

STUDY GOAL FOR ELA:

Language Arts: 10% Increase in Grade-Level Reading Proficiency for all Below Grade Level Students

MEASURES:

- Progress monitoring data (Benchmark Assessments and IABs aligned to priority standards: every 3-4 weeks)
- District Assessments (STAR, BPST, DIBELS: every trimester)
- ELA PD: every 3-4 weeks
- Other Freckle

STUDY GOAL FOR Math

Math: 10% of students performing at levels 1 and 2 will move to a higher performance band, and students at levels 3 and 4 will maintain or increase their performance level.

MEASURES:

- Progress monitoring data (Eureka End of Module Assessments and IABs aligned to priority standards: every 3-4 weeks)
- District Assessments (BMST, STAR every trimester)
- Math calibration during GLRT: every 3-4 weeks
- Other Freckle, Extra Math

Acceleration vs. Remediation

Acceleration	Remediation
All students get grade-level core, with those who need it getting varied supports WITHIN the same day or more days WITHIN the same time frame (i.e., summer, breaks). Goal is on-time learning with peers	"Teaching them at their level instead of teaching grade level will help a lot" "Meet students where they are" "Students are 3 or more grade levels behind"
Unfinished learning addressed as a preview or review, within the context of a core lesson	Attempts to reteach missing skill before moving to grade-level "We need to fill in their holes."
Prioritize student understanding through ongoing assessment & feedback	Focus on gap-filling, often taught in isolation without context, assessing skills growth, not grade-level proficiency
Concerned with student interest and motivation as a learning accelerant	Often boring for students and teachers/tutors, or does not involve a live instructor at all
Active, fun, concrete, relevant	Passive, like worksheets, packets, or **software** Same as before, only once more
Relationship with teacher/tutor is key	Teacher/tutor relationship is secondary

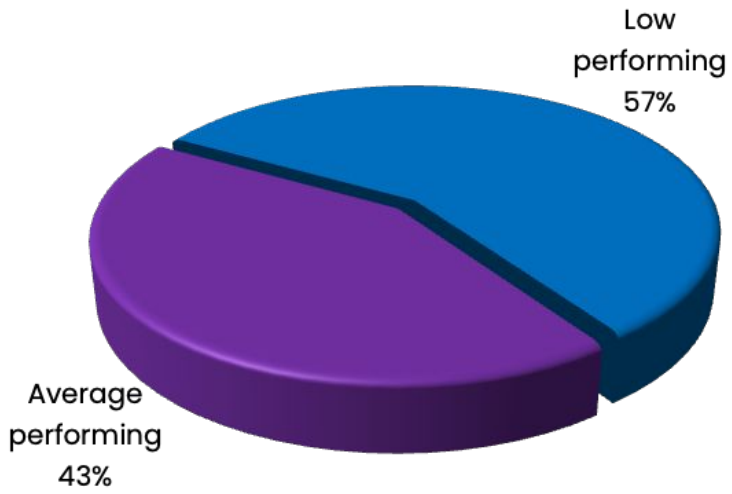
Staff perceptions of their impact on students vary

"Most students are below grade level. This goes back to starting school (k) with low skill. ⅓ of my class is at grade level or above. From my years that I have been here. I would say this is the case at most of our schools in the district."

"Not good. Our students are struggling in ELA, math. Science scores were horrible. We are failing our students. We are not preparing them for the next grade level, the next school. We are not preparing them for life."

Lack of consistency from grade to grade and from classroom to classroom. Among grade levels overall, we are all over the place.

How would you describe the current state of achievement at your school?



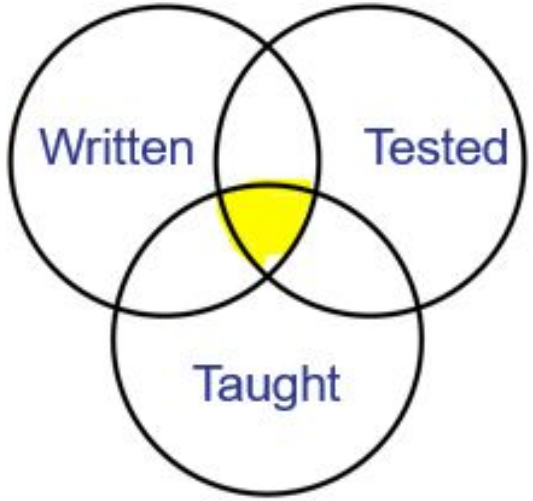
Surveys & Interviews

What can be done to accelerate student success?



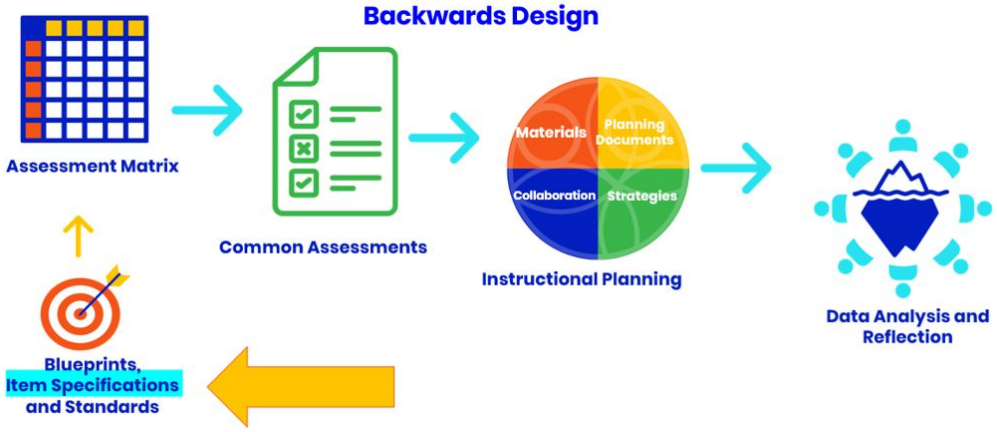
Recommendation Areas with Action Steps

Align Written, Taught, and Tested Curriculum in ELA and Math



1. **Curriculum Alignment- Empower teacher teams to create the following:**
   - Assessment Matrix- Create an assessment matrix that identifies essential standards for each grade level and subject area.
   - Standards-Aligned Common Assessments- Design common assessments that align with essential standards and state specifications of item type and rigor to ensure consistency in planning for and evaluating student learning.

2. **Nested Data Response System-** Implement a nested system for analyzing assessment data, responding to student needs, and informing instruction and instructional supports at the classroom, school, and district levels.



2. Weak Program Design



PROGRAM DESIGN

1. Focus on a district-wide calibrated design where a teacher-curated cluster of essential standards drive instruction by grade level. Prioritizing standards allows educators to be flexible, differentiate learning, use the best resources, and collaborate deeply to meet diverse student needs.

1. Make differentiation of instruction a regular part of tier 1 lesson design, not a function of separate intervention. Pay additional attention when planning instruction for English Learners and students on an IEP, as they need a higher growth trajectory to catch up.

1. Ensure Designated ELD (non-newcomers) is an opportunity to preview or review grade level core content, with an emphasis on content-relevant vocabulary and oral language practice. The impact of this designated time is most effective when directly tied to core content and delivered to students grouped by English language proficiency (During DELD)

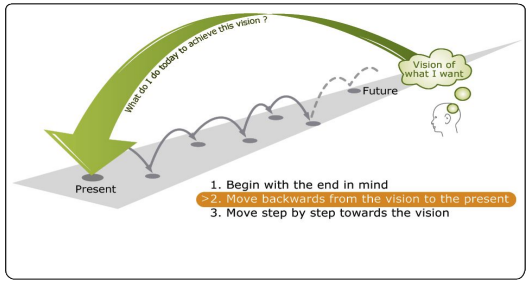
4. Baby-Step Planning

1. Set Clear Achievement Goals

- Establish a goal for all students to reach grade-level proficiency by a specific date.
- Prioritize additional support for vulnerable student groups, including English Learners (EL) and students on and IEP (SPED).

2. Develop a Targeted Improvement Trajectory

- Determine the required rate of progress for each student to achieve grade-level proficiency.
- Regularly assess and adjust strategies to ensure students remain on track.

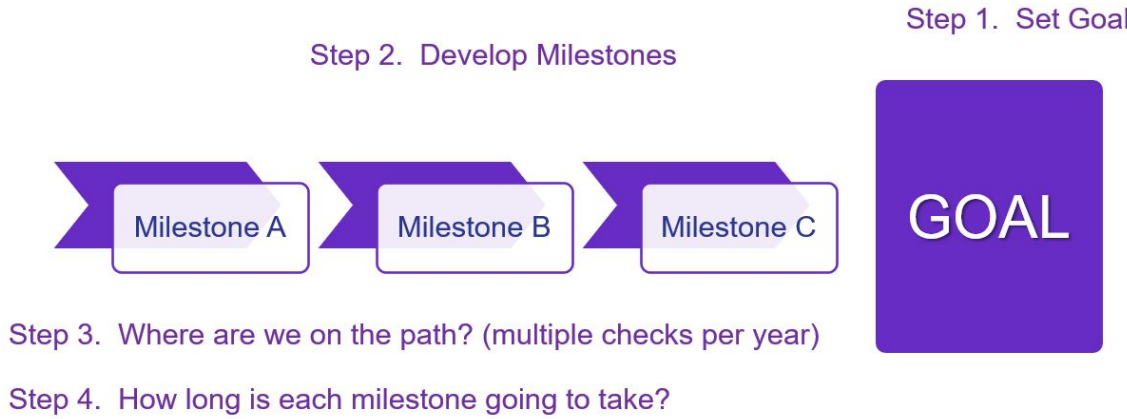


3. Maximize Learning Opportunities

- Implement an **Acceleration Formula** that leverages the entire school day for academic growth.
- Provide multiple opportunities for instruction, including:
  - Before-school programs
  - Structured support during the school day
  - After-school tutoring
  - Saturday School sessions
  - Instructional programs during school breaks

4. Shift Away from Traditional "Intervention" Programs

- Avoid intervention models focused solely on gap-filling, which can slow progress.
- Instead, emphasize acceleration strategies that move students toward grade-level proficiency more effectively.



An Additional Thought:

Positive relationships across a school campus are essential for creating a supportive and unified environment. At times, there may be an unspoken divide between certificated and classified staff, and gently working to bridge that gap can strengthen the entire school community.

Possible Suggestions:

1. **Hold joint appreciation events or team-building activities** that include all staff, fostering mutual respect and connection.

2. **Create opportunities for shared input**, such as inviting both groups to contribute ideas during school-wide meetings or planning sessions.

3. **Organize mixed-role working groups or committees** for campus improvement projects, allowing staff to collaborate with those they may not regularly interact with.

4. **Facilitate informal get-togethers**, such as coffee chats or potlucks, where staff can connect socially in a relaxed setting.

My Dream School …

more academic support at home"

"Well rounded school experience with pe/art/music resources for plays and projects"

"More parent involvement when it comes to academics""

"Whole group/small group instruction in the classroom with GLAD and Thinking Maps"

"true transparent collaboration between admin, teachers, & parents"

"More support staff in the classroom""

"engaging, inclusive, & equitable conditions"

"a place where every child feels seen, valued, and empowered""

"GATE courses""

"motivational events"

"opportunities for STEM and Art"



"Half day kindergarten, with play based curriculum"

"open communication"

"Inclusion of all SWD in school wide activities"

"Quality over quantity in assessments"

"More support staff and classroom aides"

"strong parent & community engagement"

"Smaller classes sizes"

Facility improvements that address heating and cooling issues.

"students reading by 3rd grade"

"Students & teachers with growth mindsets"

"consistency"

"more fun!"

"Better nutritional options for students"

"More extracurricular activities"

"Hire MTSS coach"

Surveys & Interviews

Thank You



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EDUCATE AND ELEVATE, TOGETHER

Love is in the Details!



