Baseline Systems Study
Sherwood Elementary

Salinas City Elementary School District

orenda
Shattering Inequitable Education Systems

March 2025

Sweet Spots…


Small group Intervention
PBIS
SETC
Field trips
Jump into English
Academic Coach
ASE/BEST program
MTSS Coach
Kindness Challenge
Family Resource Center
Renaissance Learning
Instructional advisory committee

Study Questions

What is the student success profile?



What SYSTEMS best explain the success profile?



What can be done to accelerate student success?



Commendations



- *Staff consistently collaborate and are committed to meeting the diverse needs of students.*
- *Front office team members are professional, competent, and welcoming to all.*
- *Teachers regularly go above and beyond expectations, demonstrating innovation and enthusiasm in their work.*
- *Students are respectful, well-behaved, and contribute to a positive school environment.*
- *Teachers and staff actively support one another, fostering a collaborative and uplifting school climate.*
- *The school has been recognized with the PBIS Climate and Culture Award for its strong, positive culture.*

But first…..Some Relevant Context



Demographics



Mobility

Salinas City Elementary School District

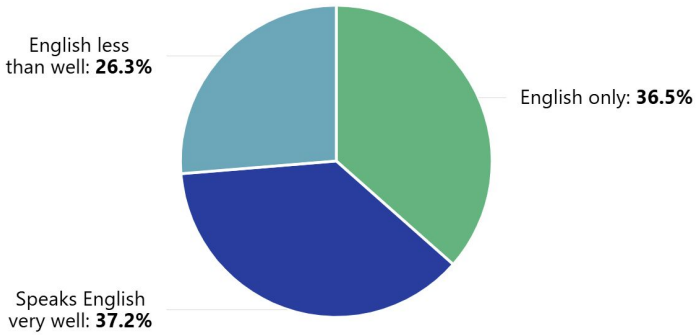
Community

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/

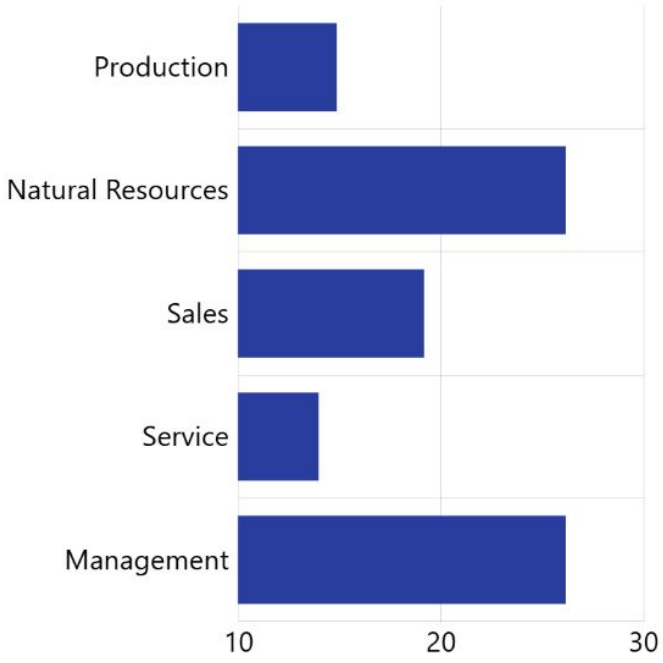
Salinas City Elementary School District

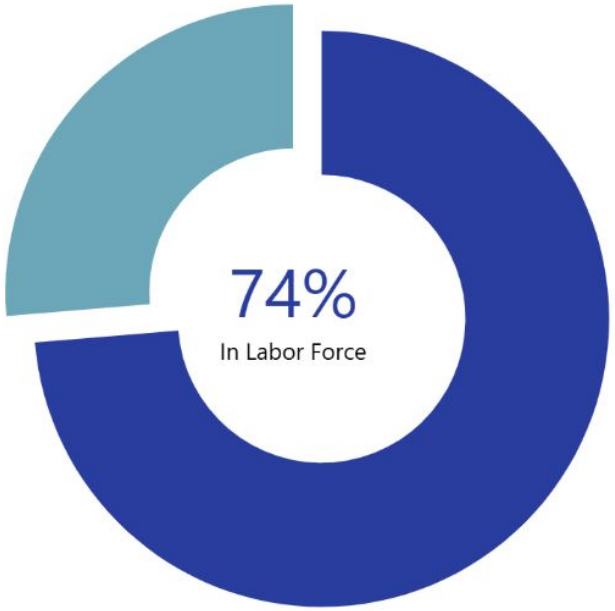
Parents (of children in public school)

Median Income of Households
$78,424

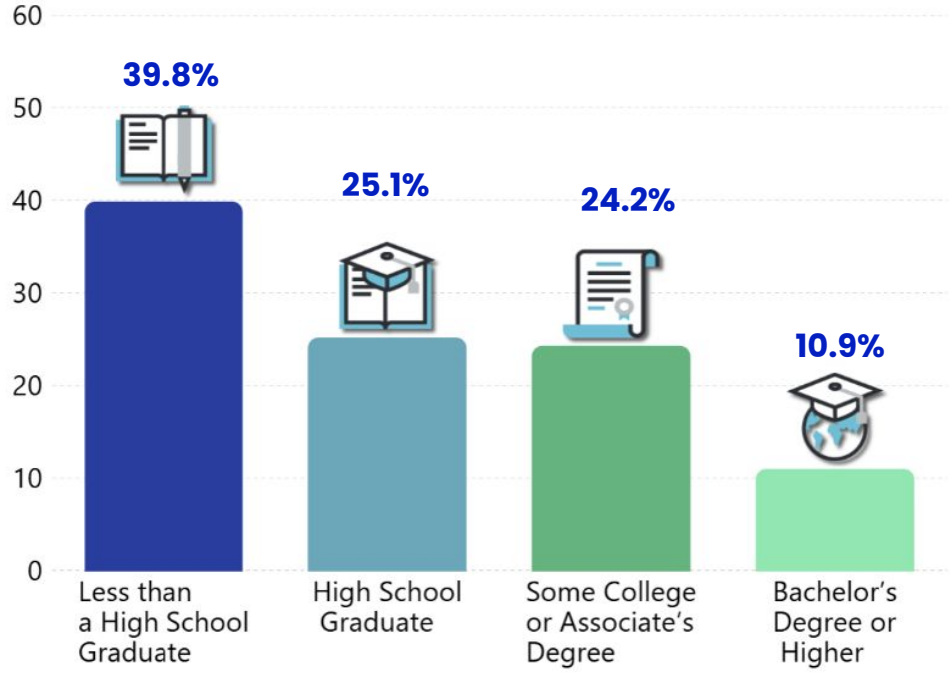
Housing Status of Families
67.0% renter-occupied | **33.0%** owner-occupied

Labor Force Status





Educational Attainment

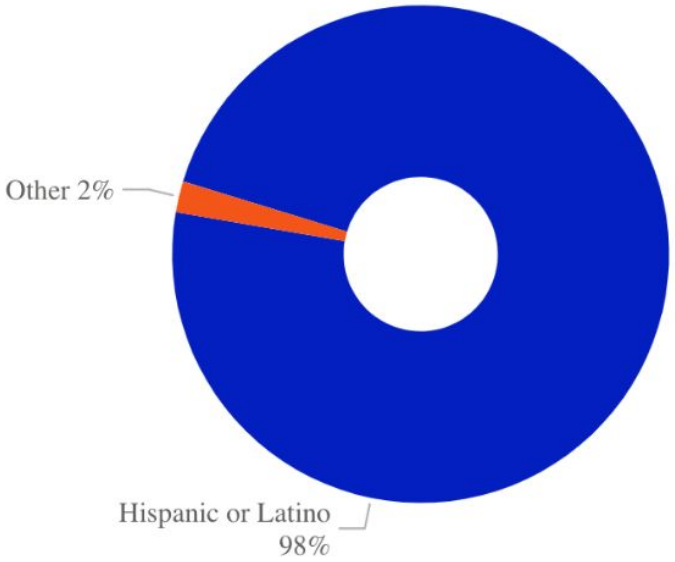




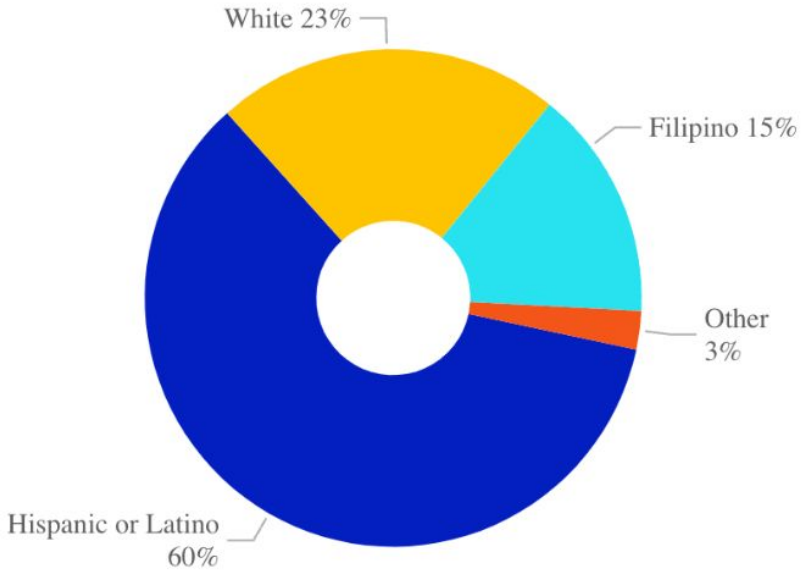
What is the demographic makeup of students & adults at Sherwood Elementary?

2023-2024 Student Enrollment = 889 (TK-6)

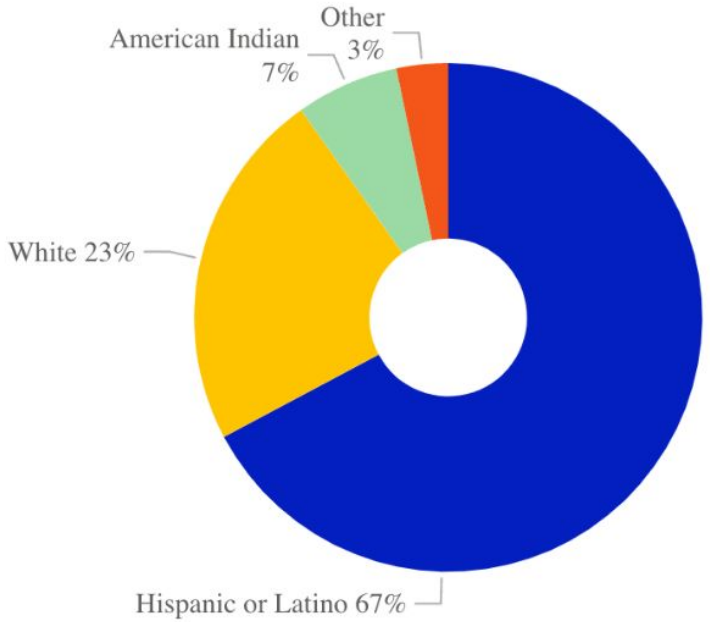
Students



Teachers



Classified Staff

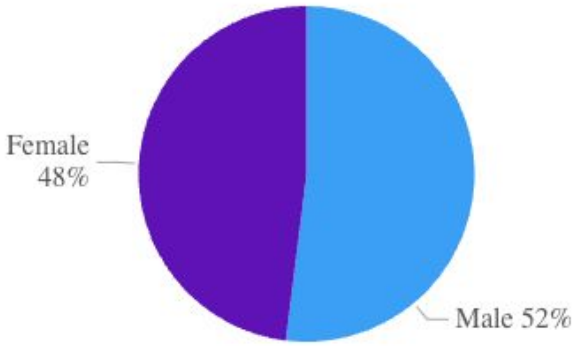


Demographic groups representing <2% of the population, as well as those identifying as two or more races, multiple, declined to state, or not reported, are categorized as 'Other.'

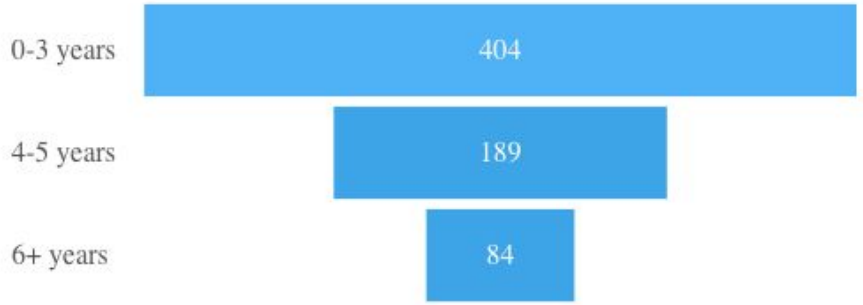
What is the demographic makeup of students at Sherwood Elementary?

2023-2024 Student Enrollment = 889 (TK-6)

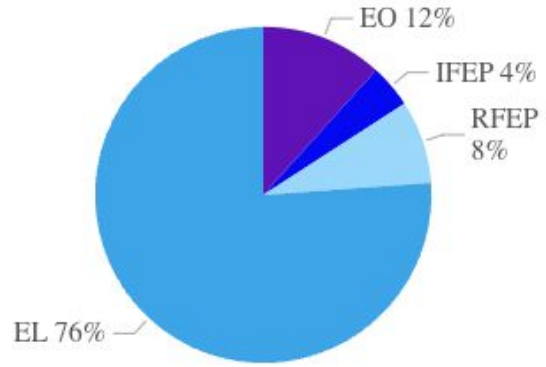
Gender



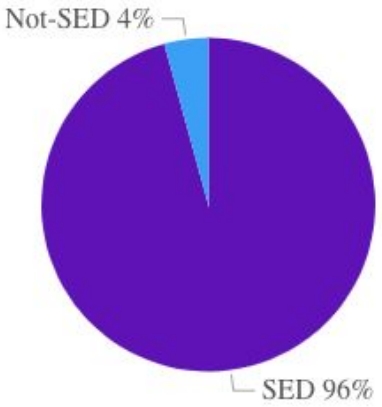
English Learners



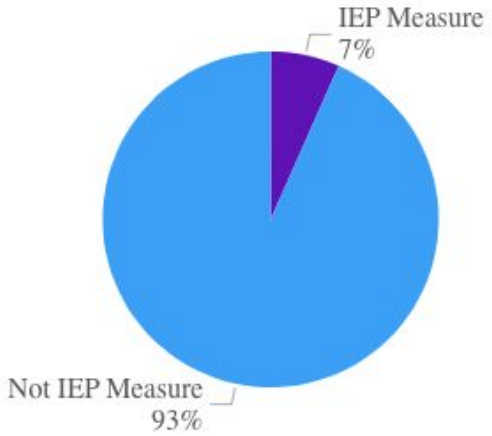
Language Fluency



Socioeconomically Disadvantaged



Students on an IEP



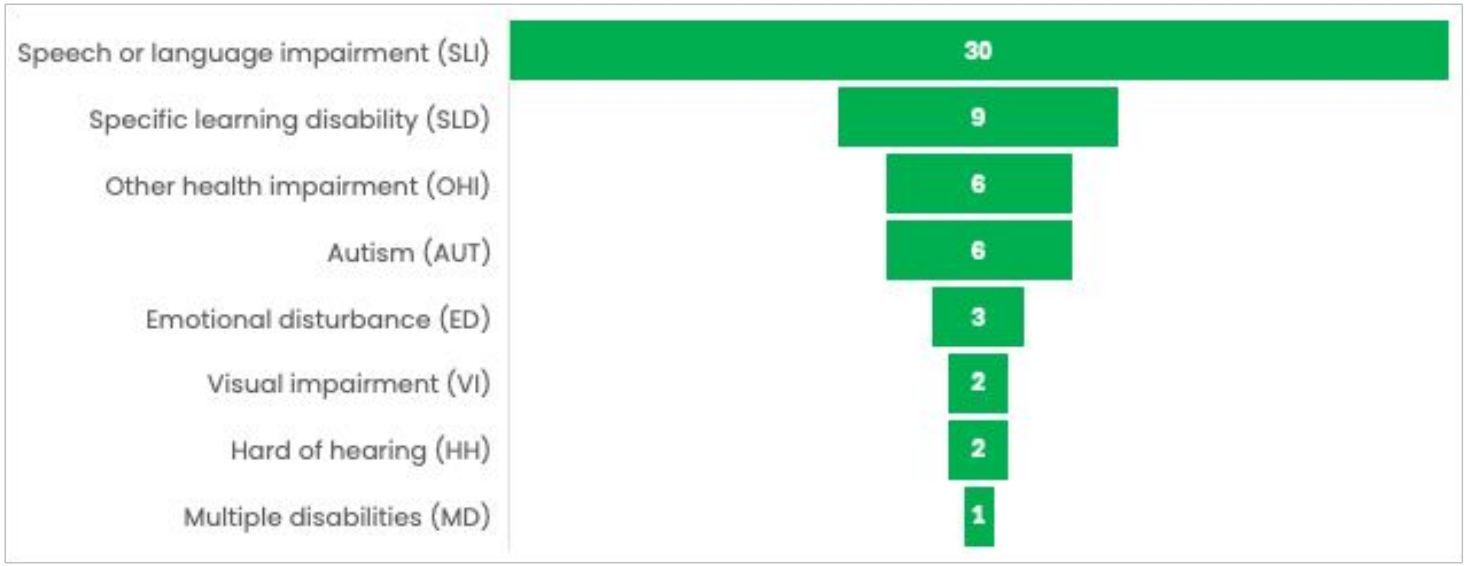
Dq.cde.ca.gov District SIS (CALPADS)

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

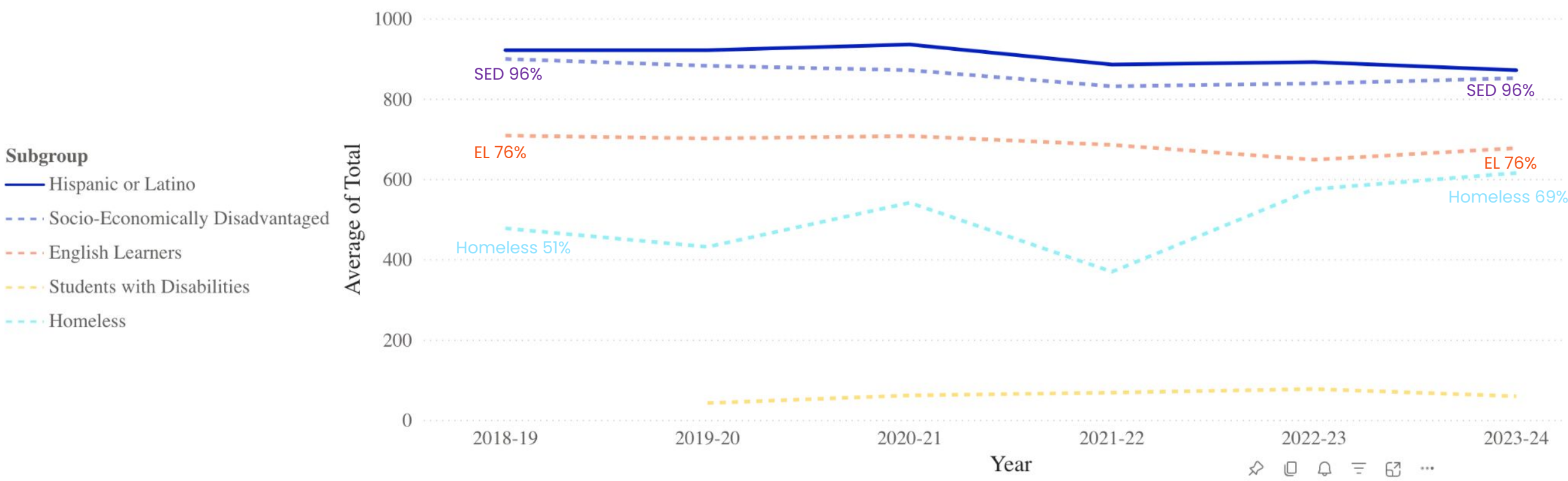
Student Group	#Total	# SWD	%SWD
Female	427	22	5%
Male	462	37	8%
Economic Status			
Non-SED	38	2	5%
SED	851	57	7%
Homeless	615	36	6%
Non-Homeless	274	23	8%
Language Fluency			
EO	104	13	13%
IFEP	37	0	0%
RFEP	71	0	0%
EL	**677**	**46**	**7%**
EL 6+	169	14	8%
EL 4-5	204	16	8%
EL 0-3	304	16	5%
Ethnicity			
Hispanic	871	56	6%
Other	18	3	17%
All Students	**889**	**59**	**7%**

92.3% of Homeless population are "Temporarily Doubled-up"





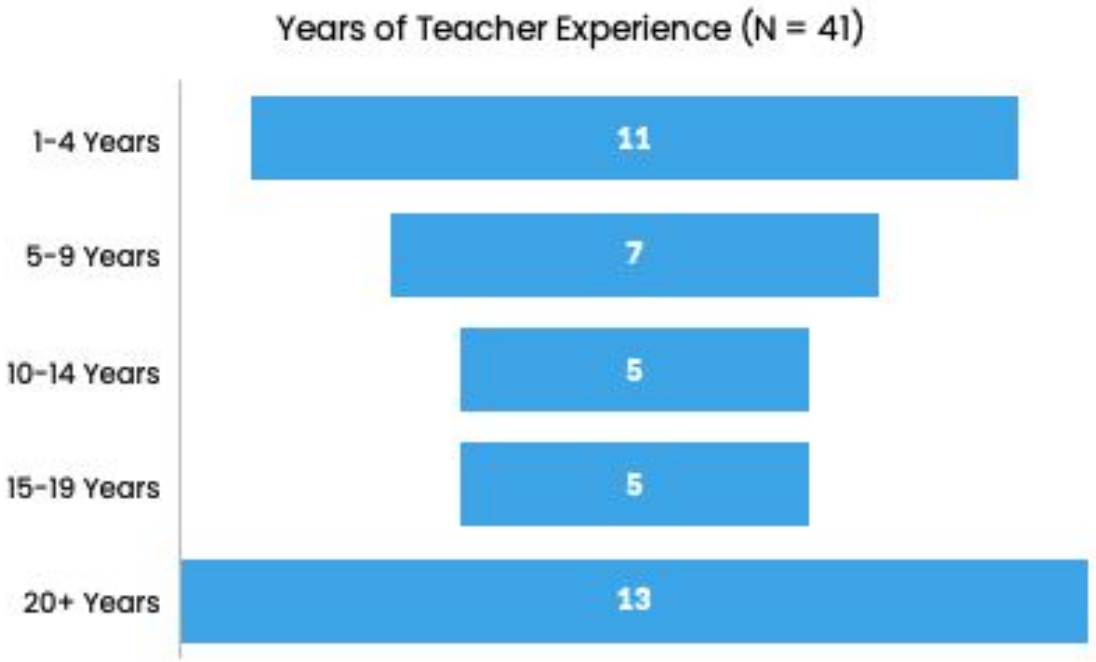
Has the demographics changed at Sherwood Elementary over time?

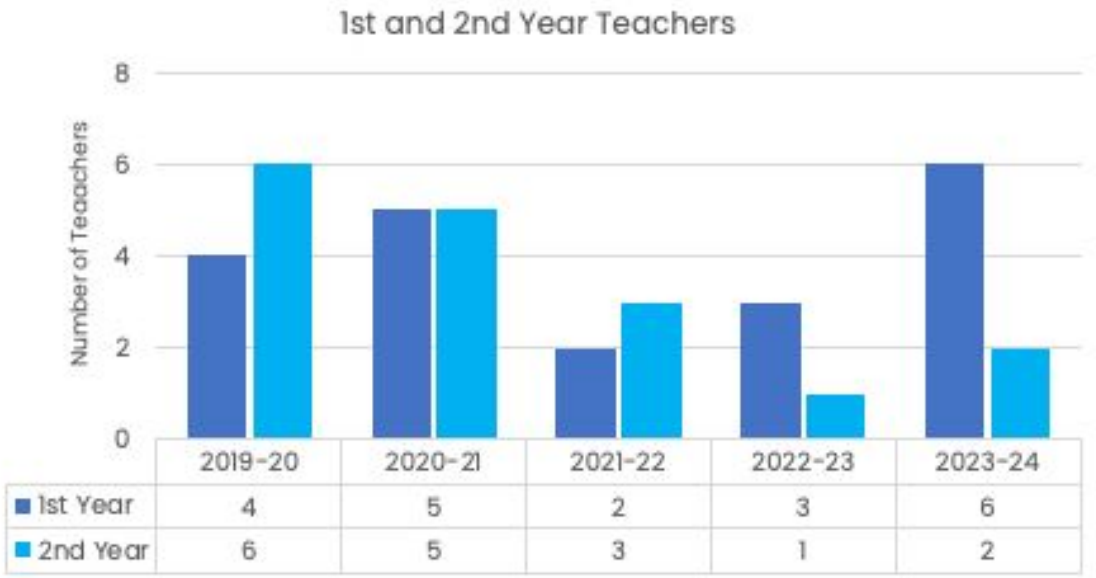


Subgroup	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	937	937	950	901	911	889
Hispanic or Latino	921	921	935	885	891	871
Socio-Economically Disadvantaged	899	882	871	831	838	851
English Learners	708	701	707	685	648	677
Students with Disabilities		42	61	68	77	59
Homeless	477	431	541	369	575	615

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

What is the staff turnover rate at Sherwood Elementary?





There were 20 first-year teachers during the last 5 years out of an average of 41 teachers

49% Teacher Turnover (5 Years)

10% Average Annual Turnover

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

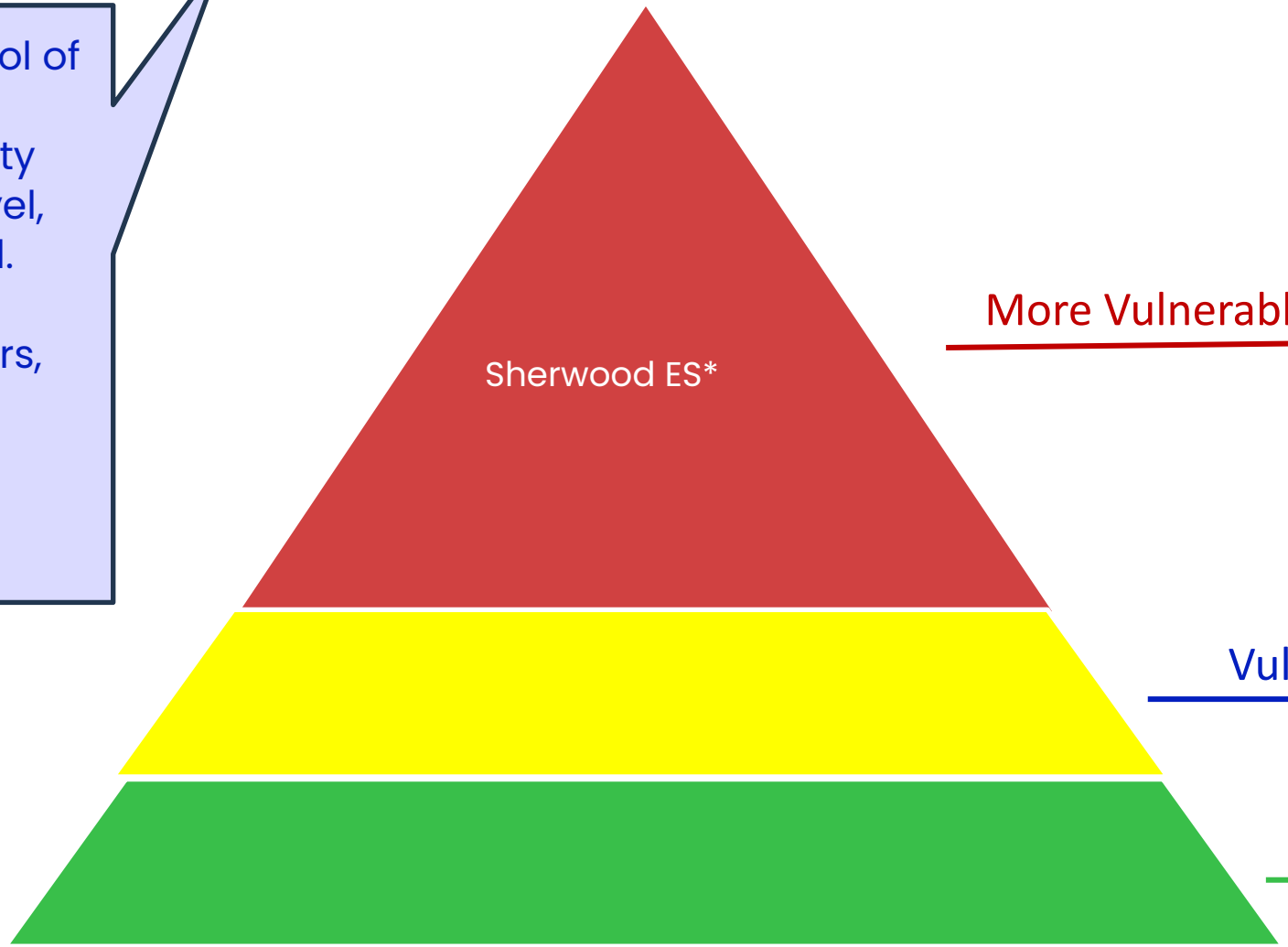
Staff Stability

But first, Context is important

Issues outside of the control of school impact student outcomes. Such community factors include income level, crime, and education level. Neighborhoods determine numbers of English Learners, students with disabilities, and student mobility, that also require schools to respond in different ways.



* Seven Deep Dive schools
All the rest were Light Touch



More Vulnerable

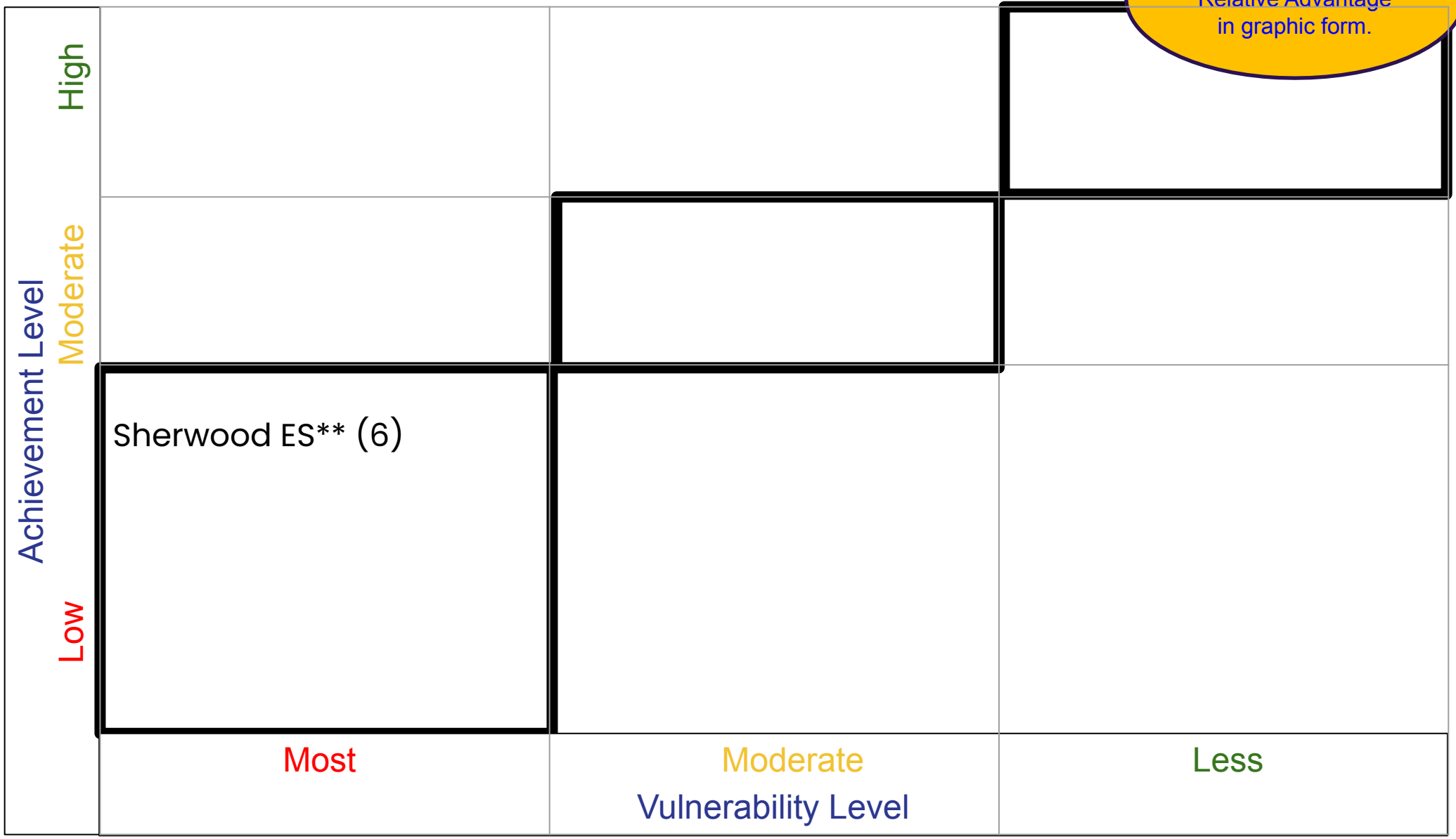
Vulnerable

Less Vulnerable

Schools listed in order of Vulnerability (most vulnerable to least vulnerable)

Relative Advantage of District Schools based on 2024 results (with similar school percentiles)

This table shows Relative Advantage in graphic form.



LEGEND

Dark borders on the **diagonal** indicate that schools are achieving **AT their predicted level**, based on vulnerability. Schools **above** the diagonal are **surpassing** predictions. Schools **below** the diagonal are **not meeting** predictions.

** **Deep Dive**
* Light Touch

The Concept of Relative Advantage

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

											B	
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
889		Yes	98%		96%	9	3%	76%	11%	7%	12	Most Vulnerable

When ranking Sherwood's vulnerability using factors outside of the schools immediate control, Sherwood is less vulnerable than 12% of schools in the state.

Sherwood is in the "Most 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	SED A-G
-12	Low	0	6	18%	17%	20%	20%				

When ranking Sherwood's academic achievement using SBAC scores for ELA and Math for all students and currently socioeconomic disadvantaged students, Sherwood is outperformed by 99% of all schools and 94% of similarly vulnerable schools in the state.

Sherwood is in the "Low Achievement" category.

Relative Advantage: Are Demographics determining destiny in Sherwood 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	911		Yes	98%	0%	92%	9	3%	71%	11%	6%	11	Most Vulnerable	-11	Low	0	7	16%	16%	19%	19%

Relative Advantage = A - B

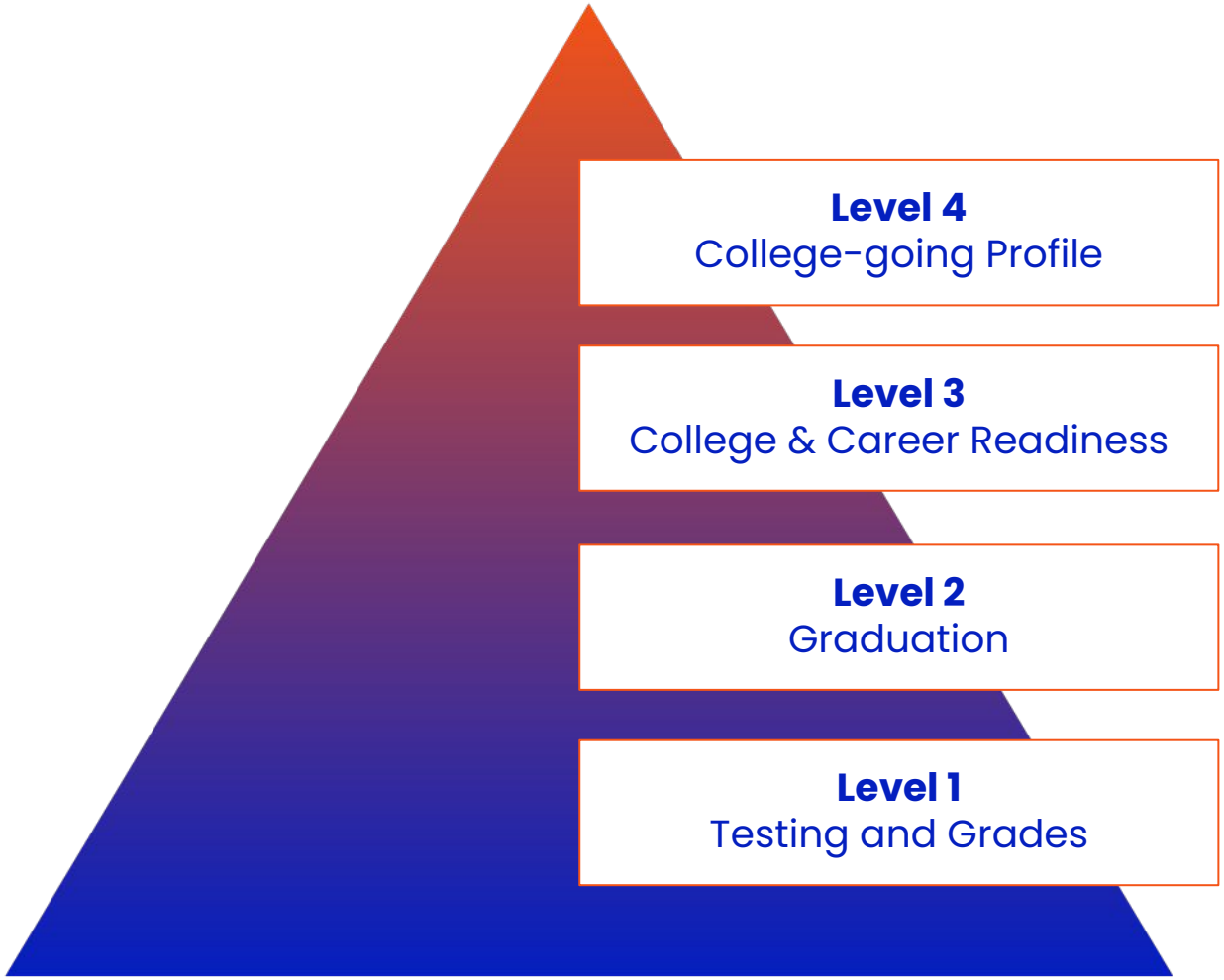
Schools' Relative Advantage with Detail 2023-2024

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	889		Yes	98%		96%	9	3%	76%	11%	7%	12	Most Vulnerable	-12	Low	0	6	18%	17%	20%	20%

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 were on the rise pre-pandemic. Data trends have been on the decline since pandemic 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 and students with an IEP behind the rest of the pack.
- Student outcomes do not match teacher and staff efforts.

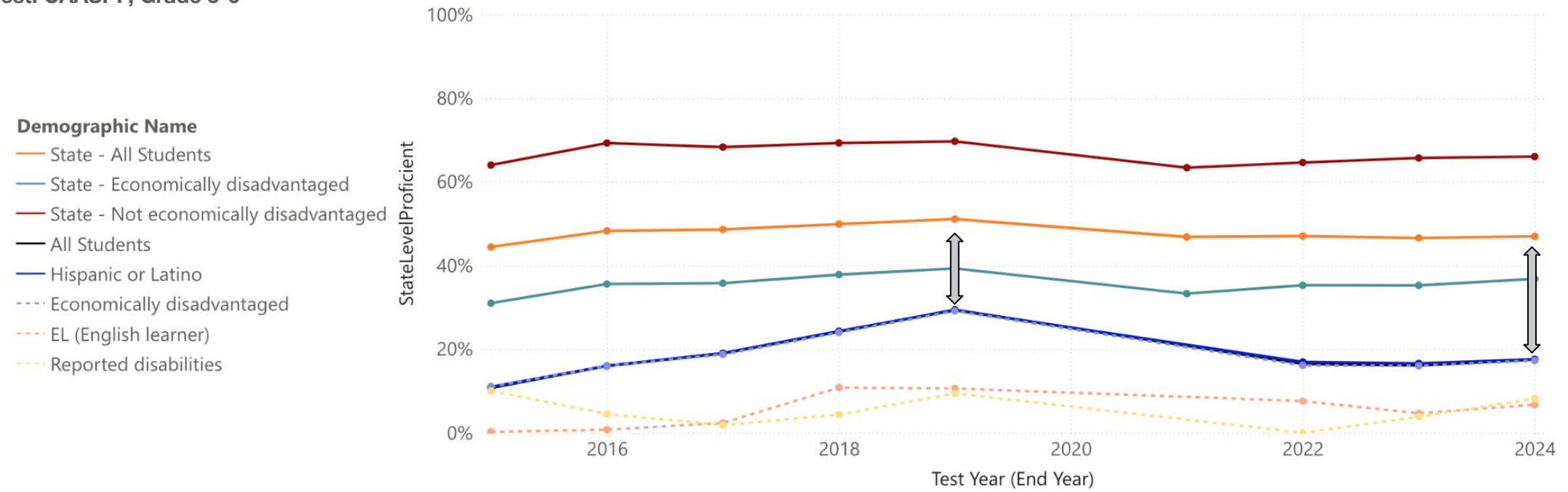
X marks the Spot where Equity Lives



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

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

2024 ELA: At or Above Standard

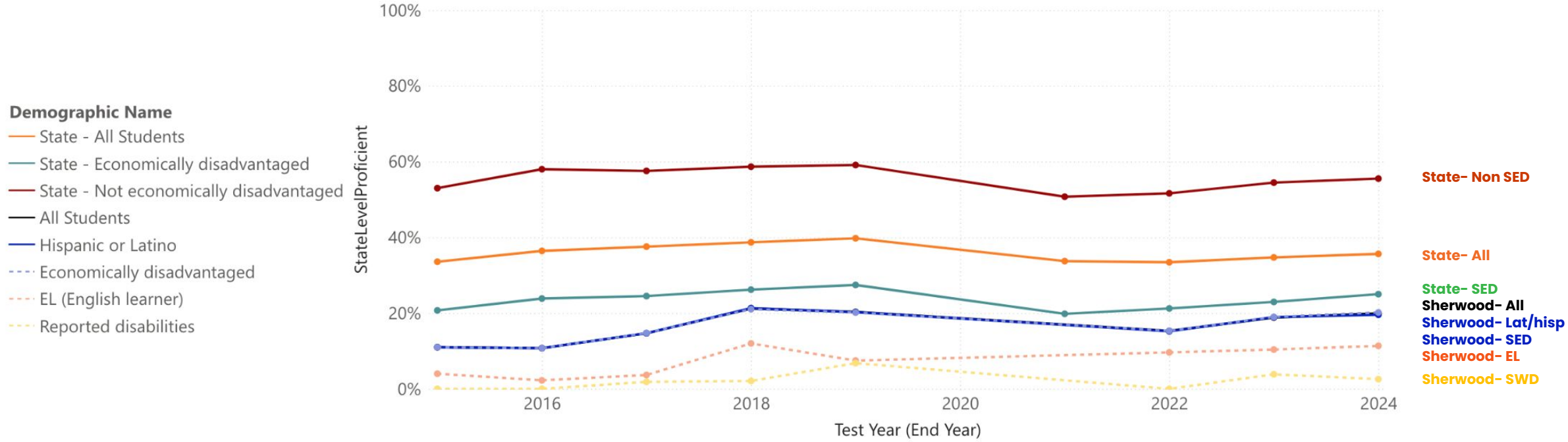


Demographic Name	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2023-24
State - All Students	44%	48%	49%	50%	51%	47%	47%	47%
State - Economically disadvantaged	31%	36%	36%	38%	39%	35%	35%	37%
State - Not economically disadvantaged	64%	69%	68%	69%	70%	65%	66%	66%
All Students	11%	16%	19%	24%	29%	17%	16%	18%
Hispanic or Latino	11%	16%	19%	24%	29%	17%	17%	18%
Economically disadvantaged	11%	16%	19%	24%	29%	16%	16%	17%
EL (English learner)	0%	1%	2%	11%	11%	8%	5%	7%
Reported disabilities	10%	5%	2%	4%	9%	0%	4%	8%

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

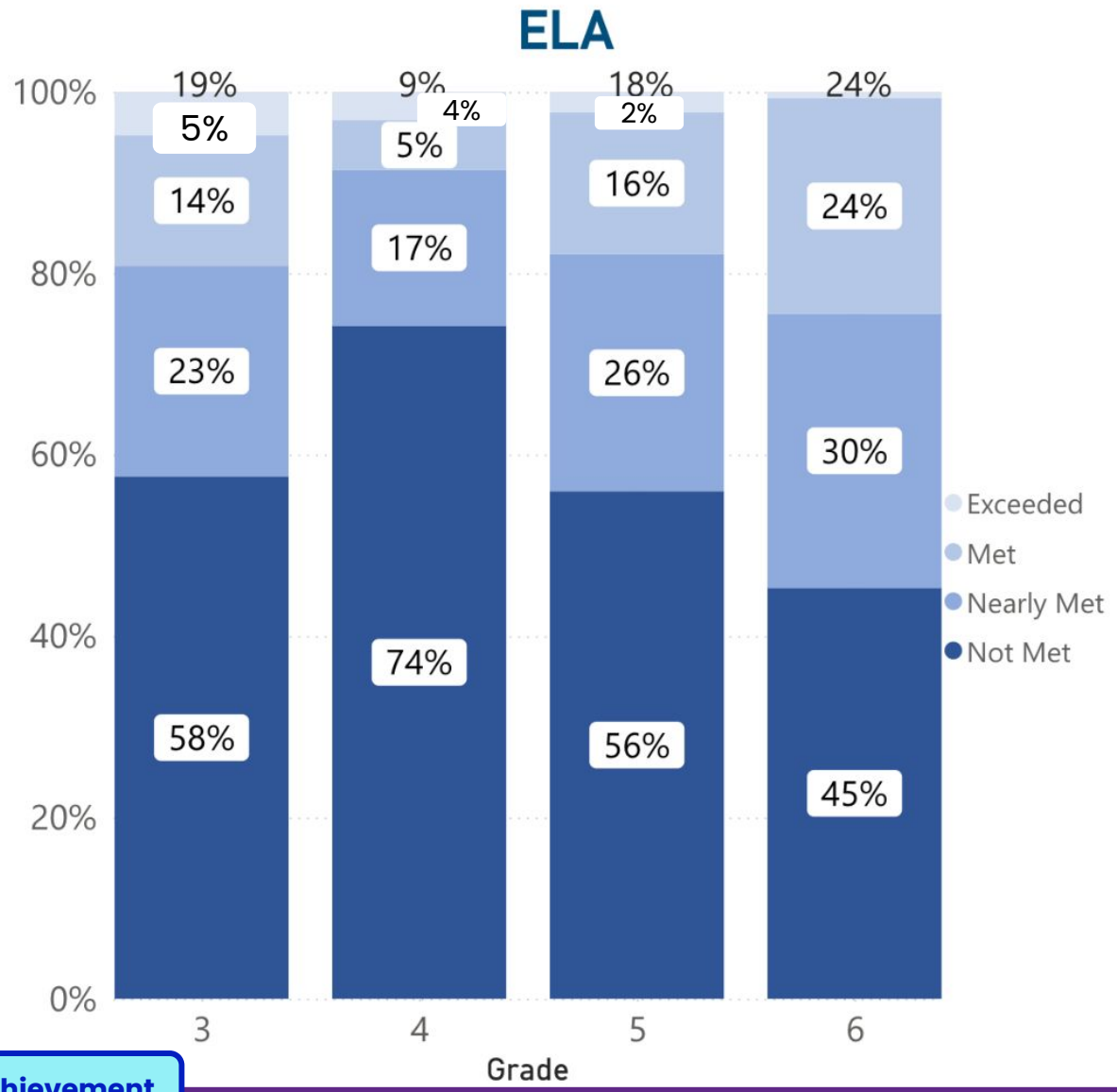
At or Above Standard in Mathematics
Test: CAASPP, Grade 3-6

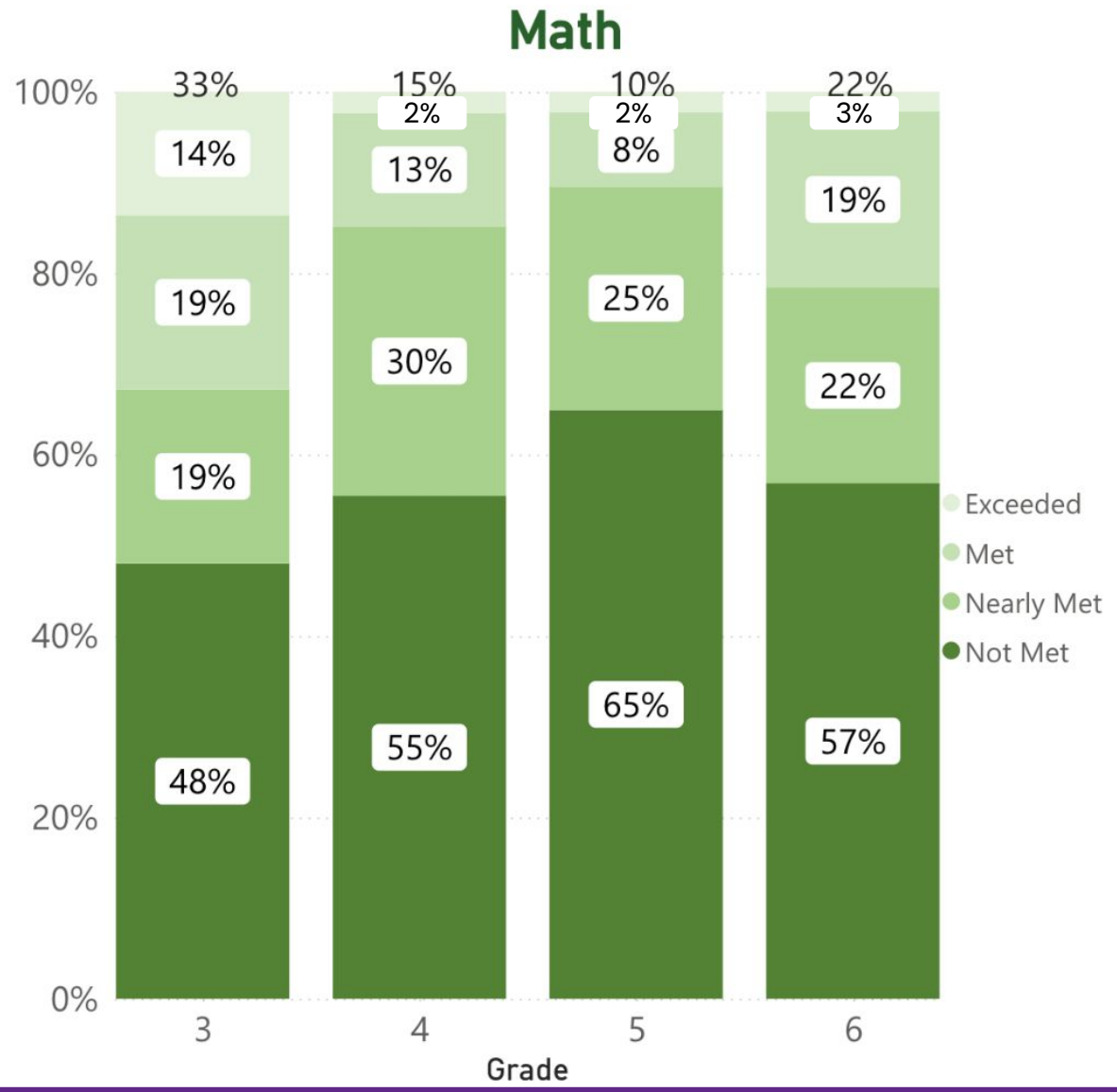
2024 Math: At or Above Standard



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	11%	11%	15%	21%	20%	15%	19%	20%
Hispanic or Latino	11%	11%	15%	21%	20%	15%	19%	20%
Economically disadvantaged	11%	11%	15%	21%	20%	15%	19%	20%
EL (English learner)	4%	2%	4%	12%	7%	10%	10%	11%
Reported disabilities	0%	0%	2%	2%	7%	0%	4%	3%

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.



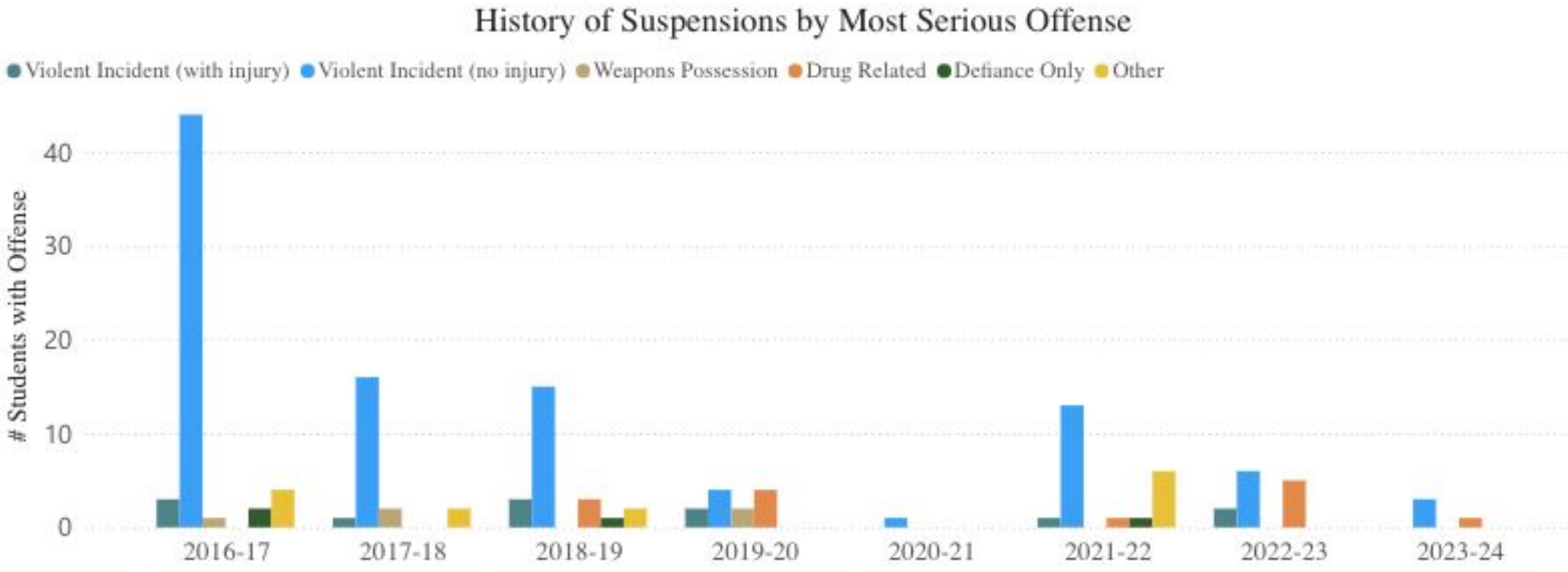
Preview:

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

Who is chronically absent at Sherwood 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	6%	7%	7%	28%	22%	16%	984	985	975	946	951	930
English Learners	6%	6%	5%	24%	18%	13%	786	746	724	722	726	717
Migrant	4%	2%	9%	24%	20%	15%	79	102	81	66	69	100
Homeless	7%	6%	6%	25%	19%	15%	495	562	586	494	597	646
Socioeconomically Disadvantaged	6%	7%	7%	28%	21%	15%	957	962	937	908	910	897
Students with Disabilities	1%	12%	12%	32%	28%	19%	86	85	69	87	87	75
Hispanic or Latino	6%	6%	7%	28%	21%	15%	970	967	952	925	929	910

What are the offenses for suspension at Sherwood Elementary?



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Violent Incident (with injury)	3	1	3	2	0	1	2	0
Violent Incident (no injury)	44	16	15	4	1	13	6	3
Weapons Possession	1	2	0	2	0	0	0	0
Drug Related	0	0	3	4	0	1	5	1
Defiance Only	2	0	1	0	0	1	0	0
Other	4	2	2	0	0	6	0	0
Total Suspensions	54	21	24	12	1	22	13	4

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 Sherwood in 2018 - 19	
K grade (2018-19)	144
1st grade (2019-20)	131
2nd grade (2020-21)	127
3rd grade (2021-22)	120
4th grade (2022-23)	113
5th grade (2023-24)	107
and remained for 6 years	74%

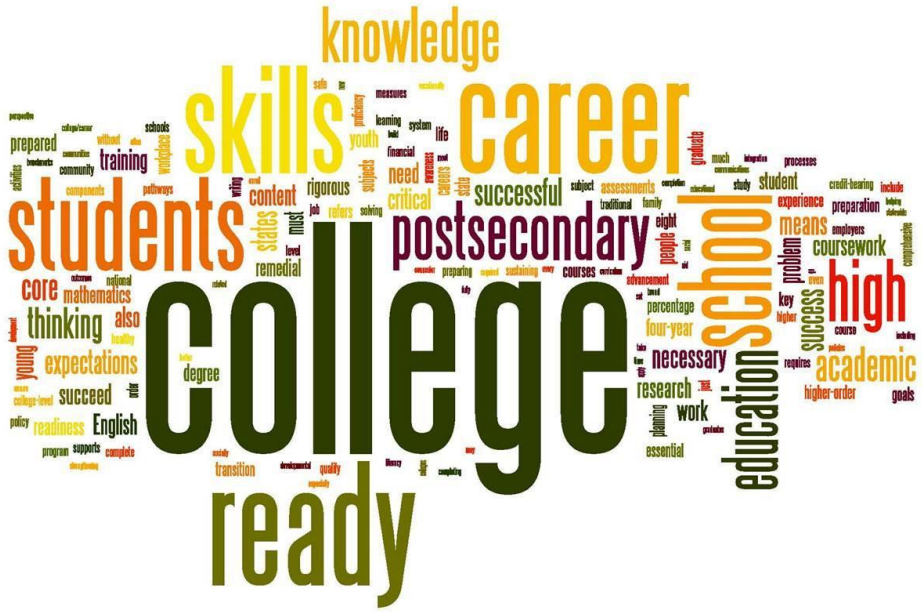
Students who began Kinder grade at Sherwood in 2017 - 18	
K grade (2017-18)	145
1st grade (2018-19)	128
2nd grade (2019-20)	121
3rd grade (2020-21)	116
4th grade (2021-22)	106
5th grade (2022-23)	97
6th grade (2023-24)	95
and remained for 7 years	66%

Students who began 1st grade at Sherwood in 2017 - 18	
1st grade (2017-18)	145
2nd grade (2018-19)	129
3rd grade (2019-20)	120
4th grade (2020-21)	118
5th grade (2021-22)	111
6th grade (2022-23)	110
and remained for 6 years	76%

Students who began 2nd grade at Sherwood in 2017 - 18	
2nd grade (2017-18)	125
3rd grade (2018-19)	117
4th grade (2019-20)	114
5th grade (2020-21)	112
6th grade (2021-22)	99
and remained for 5 years	79%

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

Level 3
College & Career Readiness



Preview:

- 72% 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.
- 85% (81/95 students) of the ELs who leave Sherwood ES to middle school, leave as LTELS.

What do we know about English Learners at Sherwood Elementary?

On Track 28%

Emergent Bilinguals by US Enrollment and ELPAC Level 2023-24

Years	Beginning (1)	Somewhat Developed (2)	Moderately Developed (3)	Well Developed (4)	RFEP	Total
0	19	0	0	0	0	19
1	46	33	15	6	0	100
2	34	26	26	7	0	93
3	15	35	39	9	0	98
4	12	25	29	13	7	86
5	15	24	30	14	7	90
6	0	15	18	26	20	79
7	3	15	22	21	33	94
8	0	0	2	0	4	6
Grand Total	144	173	181	96	71	665
Total	79	114	101	61	0	355

On Watch 53%

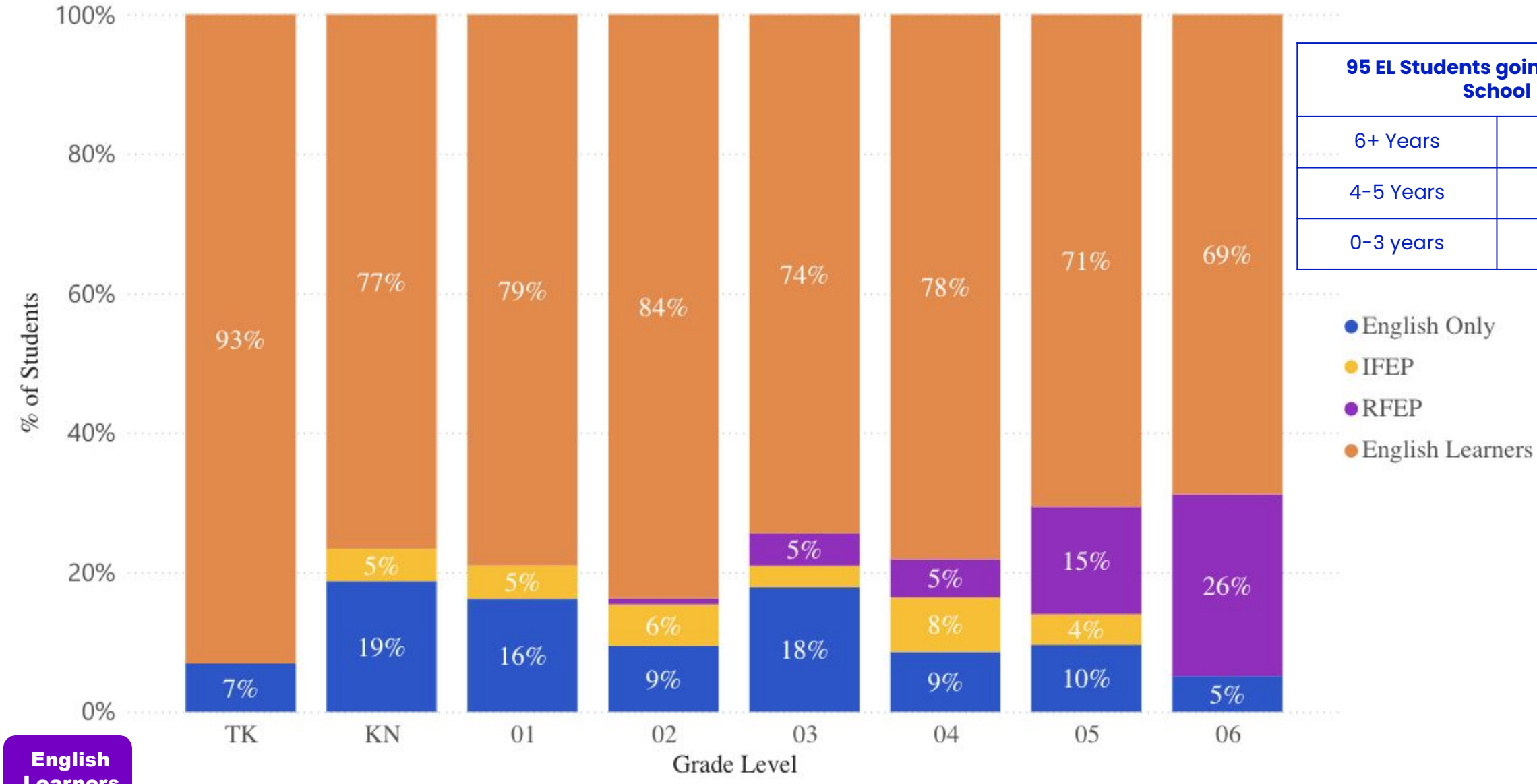


96 students have satisfied the ELPAC threshold for reclassification, yet are not meeting one or more local measures.

English Learners that also received IEP services not included (48)

English Learners

What is the Language Fluency of Sherwood Elementary by grade level?



95 EL Students going to Middle School	
6+ Years	81 students
4-5 Years	5 students
0-3 years	9 students

English Learners

Level 4
College-going Profile

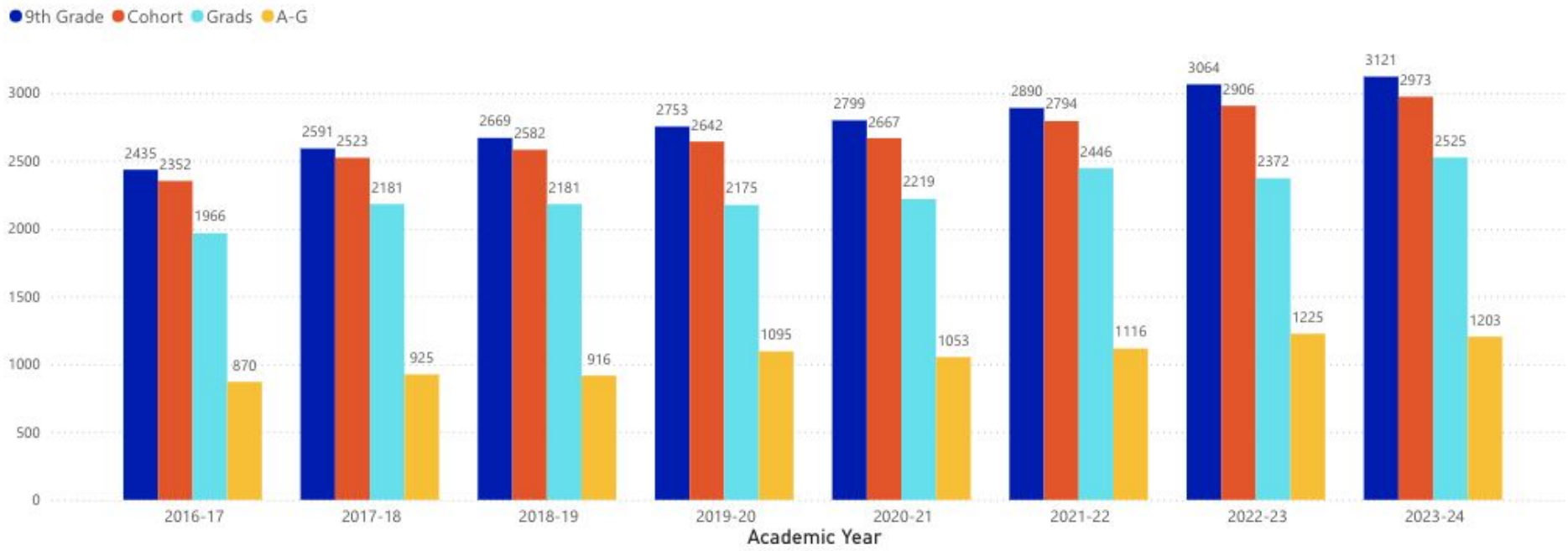


Preview:

- 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?

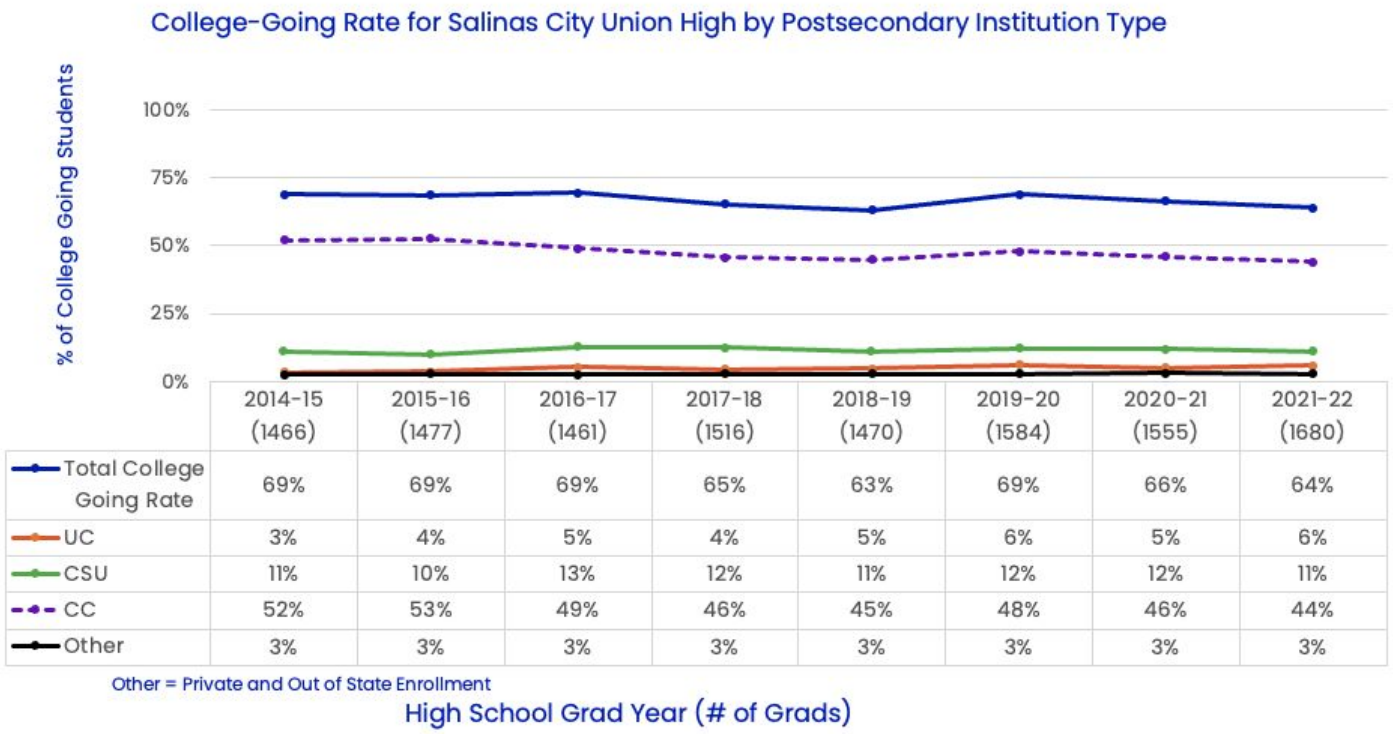
Filters Enabled:
School Type: Non-Charter Schools
College Enrollment Timeframe: 12 Months

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!

Sherwood Elementary Student Success Profile Summary

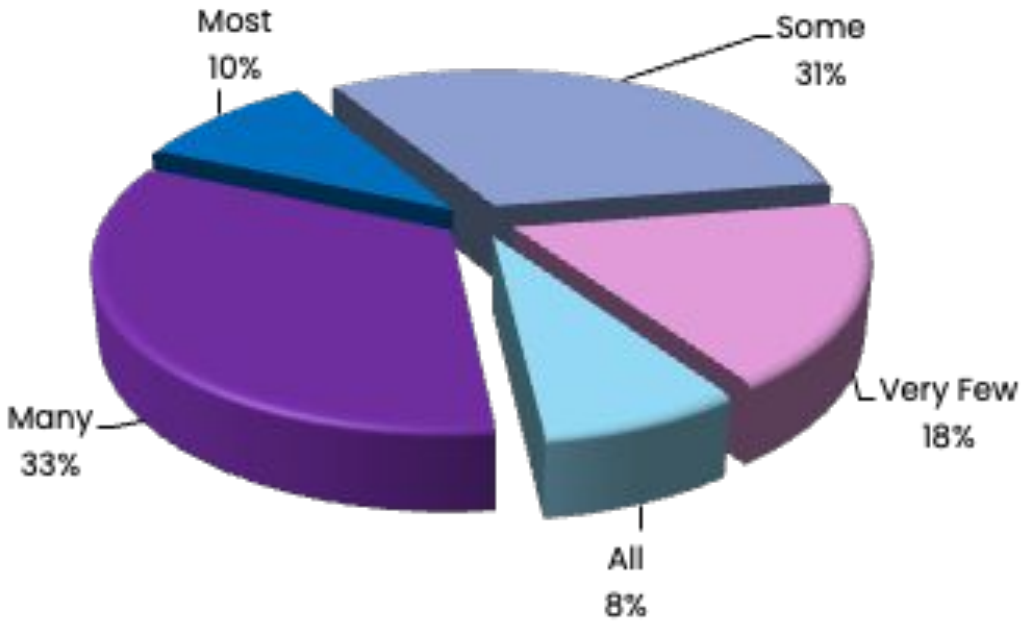
- In general, instruction is not overriding demographics and vulnerability
- Data trends have been on the decline since pandemic and gaps between school and state are widening for most student groups.
- The testing and grade story is not a case of “have and have nots” but one of overall depressed outcomes for all students, with students learning English and students with an IEP behind the rest of the pack.
- Student outcomes do not match teacher and staff efforts.
- Sherwood has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates at Sherwood are low and declining since pandemic years
- Student mobility is low when compared to district counterparts
- 72% 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.
- 85% (81/95 students) of the ELs who leave Sherwood ES to middle school, 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?



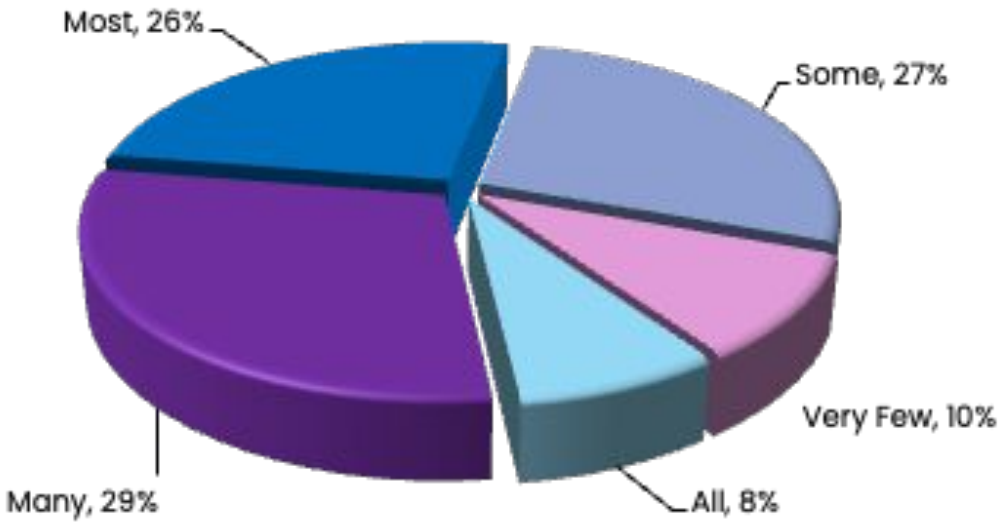
Adult expectations can negatively influence student outcomes

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



All/Most
18%

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



All/Most
34%

Surveys
N=42

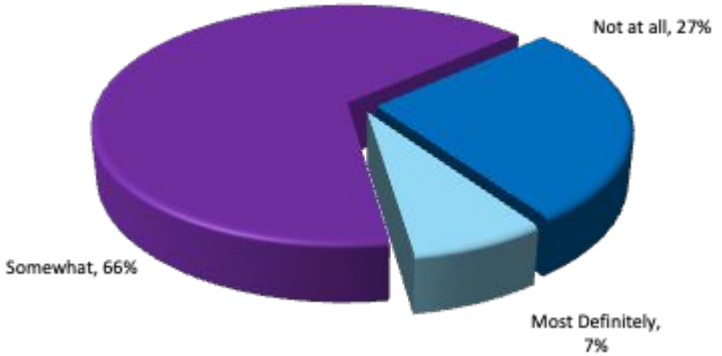
A unified view of school and district culture is a work in progress.

"Some students say they want to do what their parents or older siblings do…"

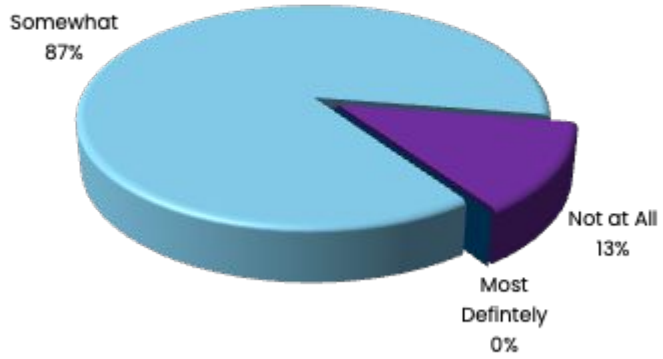
"District not college and career oriented, Do we hear that message "No", do we see action" "No""

"We can do more in this area…"

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. Leadership Column	The need to strengthen the intentional efforts of a small leadership group to act as a cohesiveness team with a common focus on only one improvement initiative

1. Symbolic Data Systems



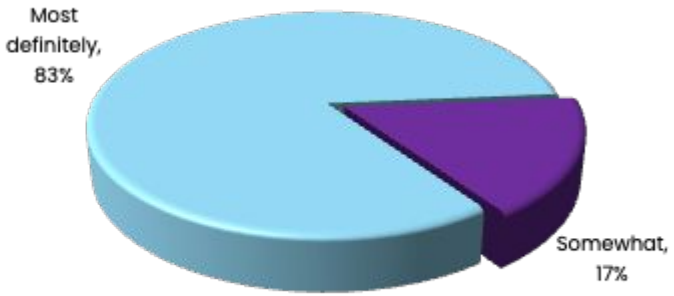
1. Symbolic Data Systems



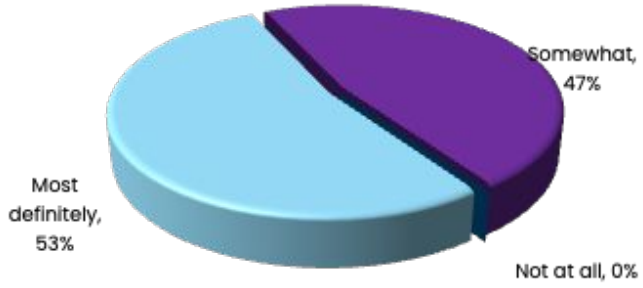
- In most cases, curricular pieces drive instruction, not standards
- Although occurring in pockets, there is overall weak calibration on the academic “floor” (as defined by SBAC)
- Most common assessments monitor progress on developmental skills rather than mastery of grade-level agreements on chunks 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



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



"I use my own classroom personal data to guide my instruction."

"Access Lexia reports daily to see where students are struggling; use data from BPST and Star tests to inform my Lang Arts small groups."

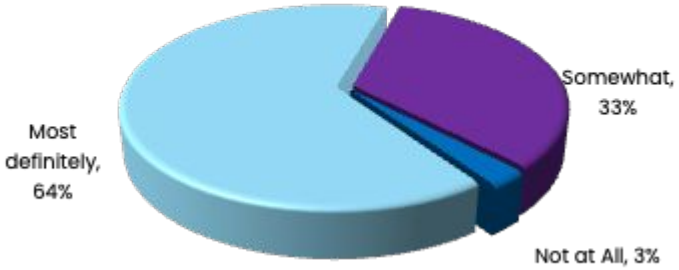
"We use data in our grade level to determine specific interventions we must conduct in order to make sure students are receiving an equitable chance at their educations."

"I base my small group instruction on students' STAR reading assessments. I also use my exit tickets to review instruction for math."

"Reading Club groups are formed based on data and reconfigured using data."

"Kids know colors they are on in Reading & Math levels."

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



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 Assessment Data				STAR Math Assessment Data			
Students Not Meeting Standard	*Students Nearly Meeting Standard*	*Students Met Standard*	*Students Exceeded Standard*	*Students Not Meeting Standard*	*Students Nearly Meeting Standard*	*Students Met Standard*	*Students Exceeded Standard*
0 - 3.4	*3.5 - 3.9*	*4.0 - 4.2*	*4.3+*	*0 - 3.4*	*3.5 - 3.9*	*4.0 - 4.2*	*4.3+*
0 - 3.6	*3.7 - 4.2*	*4.3 - 4.4*	*4.5+*	*0 - 3.6*	*3.7 - 4.2*	*4.3 - 4.4*	*4.5+*
0 - 3.8	*3.9 - 4.4*	*4.5 - 4.7*	*4.8 +*	*0 - 3.8*	*3.9 - 4.4*	*4.5 - 4.7*	*4.8 +*
0 - 4.0	*4.1 - 4.7*	*4.8 - 5.0*	*5.1 +*	*0 - 4.0*	*4.1 - 4.7*	*4.8 - 5.0*	*5.1 +*
Baseline	**T1**	**T2**	**T3**	**Baseline**	**T1**	**T2**	**T3**
4.2	5			4.2	4.2		
4.9	5.7			5.7			
3.4				3.2	3		
3.1				3.5	4.7		
10.7	11.8			3.9	5.6		
2	3.7			1.9	2.3		
3.1				3.8	4.2		
1.8	2.2			2.8	2.5		
4.5	4.6			6.7	5.3		
1.9	2.3			3.1	2.7		
0.6	0			0.9	0.8		
4.4	6			5.5	5.5		
4.5	4.3			3.8	4.4		
0.9	0.9			1.9	2.5		
4.2	4.6			3.3	3.2		
3.6	2.8			2.9	3.3		

1. Symbolic Data Systems

Assessment results trigger individual teacher reflection rather than data-driven team instructional responses

"District gives us the agenda–must work on a document during collaboration."

"We are released once a month to work with an academic coach who has an agenda not inclusive of what we asked for."

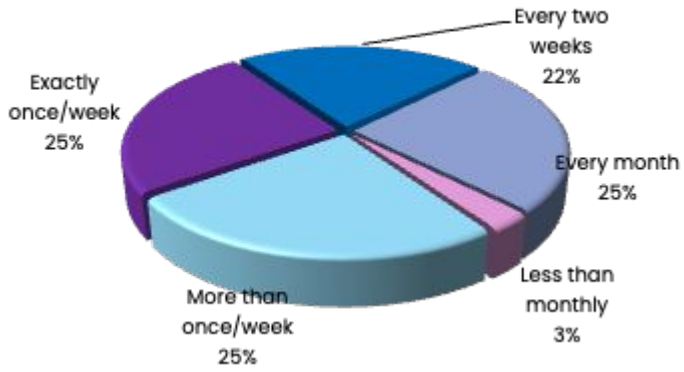
"We want to be heard on our needs."

"I feel like the paperwork drives what we do on collaboration."

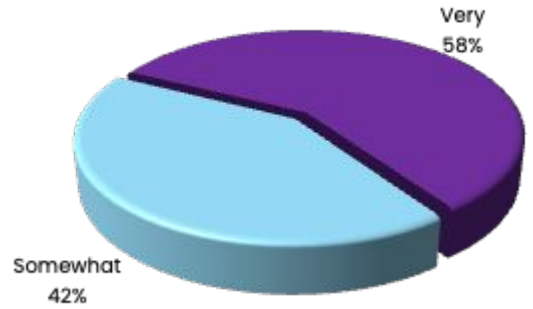
"One size fits all sometimes is not the best for all."

"Equity of voice can get lost."

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



How meaningful is the collaboration time to you?



2. Weak Program Design



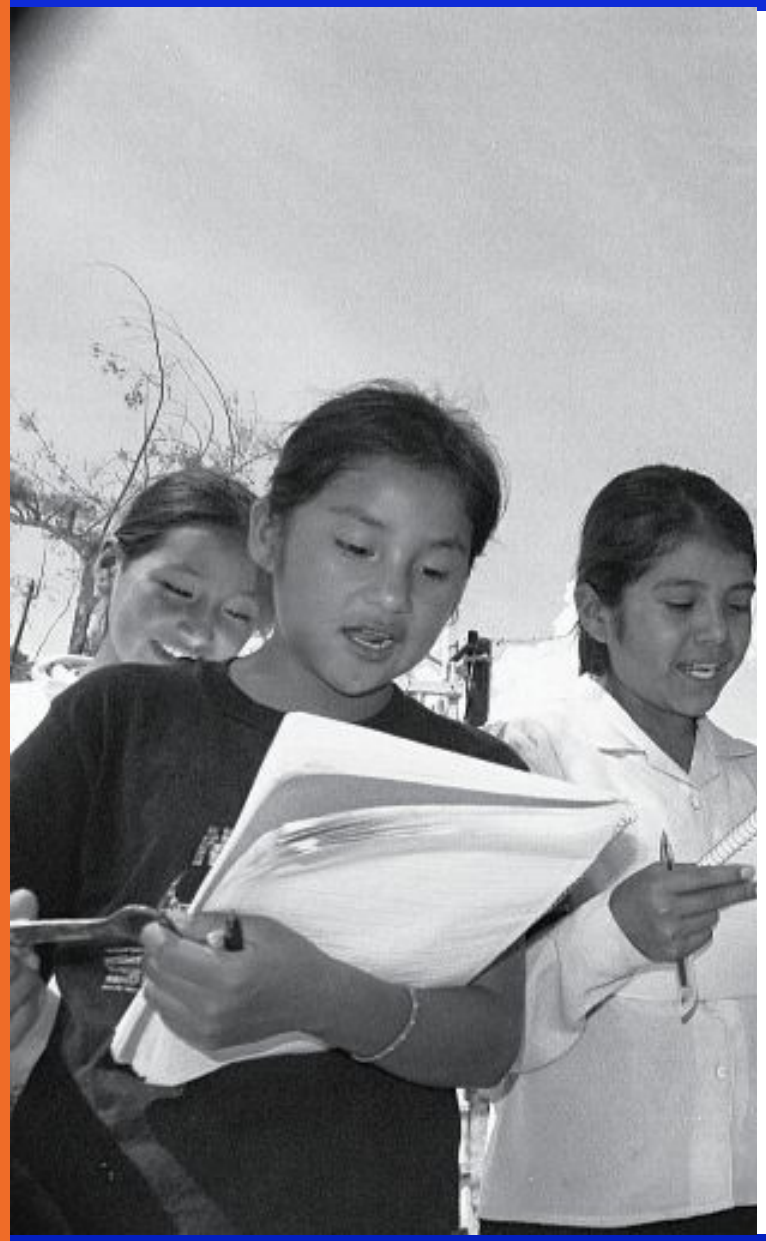


What is the Floor?

- 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



"It's all on the teachers to support ELs."

"Highly recommended that all teachers provide [ELD support] in small groups."

"We don't have the bandwidth."

"Designated ELD time – 30 [minutes]."

"Pretty much all day long you have to do the scaffolding in order for them to access the curriculum."

"We have to create our own benchmarks – we lack resources for ELD."

"No curriculum for ELD."

"We're focusing on the writing."

"*ELD not impactful — I feel that.*"

"A lot of newcomers – some come without previous schooling, coming from rural settings."

"ELD leveled by ELD level."

2. Weak Program Design

"I feel like our district cuts corners. We are left with development that is not professional, and it is not developing me."

"Often done by TOSAs and other district personnel, but they are not experts. What separates them from me is the title — nothing else."

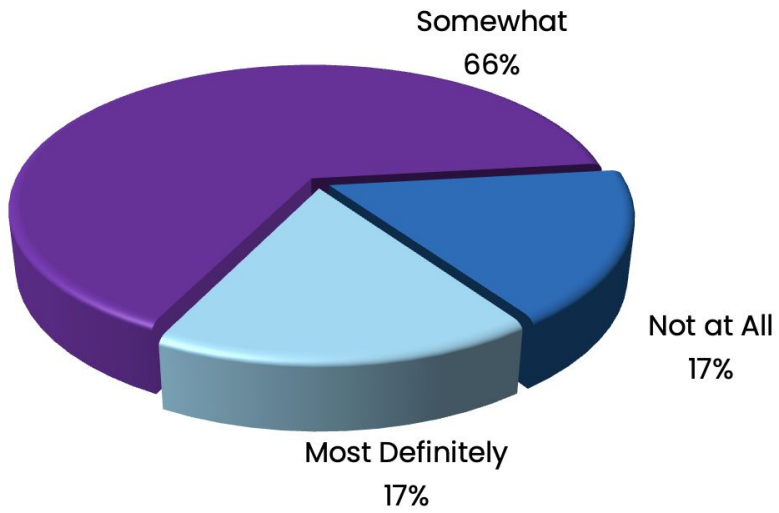
"There is no incentive to go out of my way to do it."

"Talking about ELD for Newcomers — Benchmark Express — we had the program 2–3 years before we received the training."

"ELD not impactful — I feel that. Nothing in-depth. Just a Benchmark PD: 'Here is the section in your program — that is how you teach ELD.'"

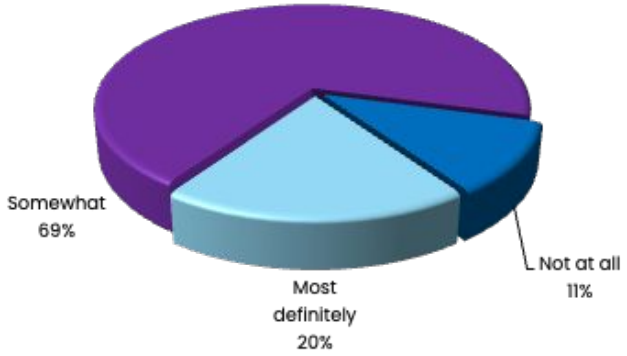
"We used to have follow-up."

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

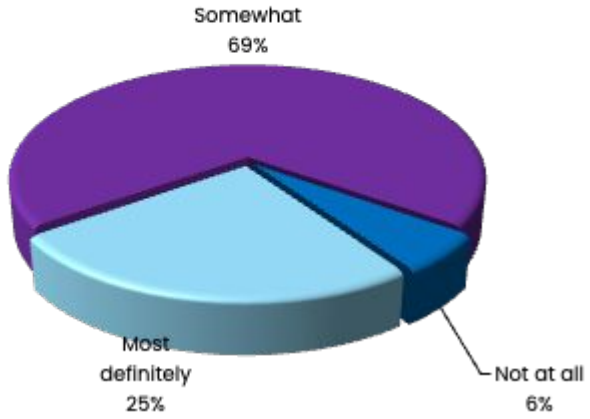


2. Weak Program Design

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



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



"We collaborate, we have grade level release time every three weeks."

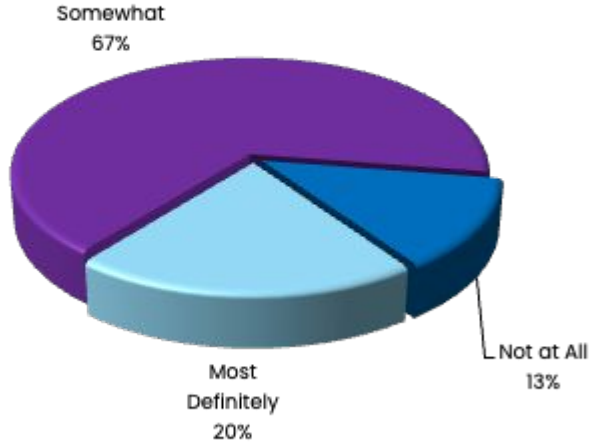
"I just trust that we are all on the same page."

"We talk, we collaborate, if someone has a great lesson we share those ideas."

"We all have the same curriculum."

"We really don't know."

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 trust that our colleagues are doing what they need to be doing."

"We have not had opportunity to observe each other in other classrooms."

Staff's perceptions of their impact on students vary

"It is low."

"As far as kids progressing, we see progress every year–hard when they come in with learning deficits."

"We don't have the same resources that other schools have."

"Every school gets the same, counselors, RSP etc regardless of size. We have almost 900, others 450 yet have the same."

"Feel like there is not a lot of major growth, not like the growth I used to see."

"Students do not have a sense of urgency."

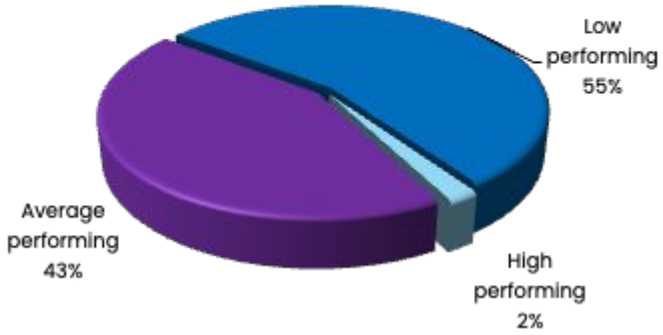
"More and more is put on the teacher, less and less on the student and the parents."

"Lack of accountability–student wise."

"School expectations have changed. 'Building relationships only go so far.'"

"If you were to measure us by the CAASPP test it is not good."

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



Surveys & Interviews

3. Leadership Column

3. Leadership Column



- There is a deep appreciation for the Sherwood connection on campus and a desire to enhance it.
- There is room to strengthen the dialogue and mutual understanding between staff and school leadership..
- Desire on the part of staff for increased communication about the rationale for decisions

3. Leadership Column

"I think our climate can be toxic at times—different rules for different teachers."

"Some people are uncomfortable to say anything."

"We just don't want to be in trouble.'"

"Why do teachers get moved so often, we don't know!."

"There is little follow through—there are no consequence for behavior."



"Teachers need to come up with our own consequences—sometimes we have to give our own time."

"Some teachers are allowed to take recess away, some are not."

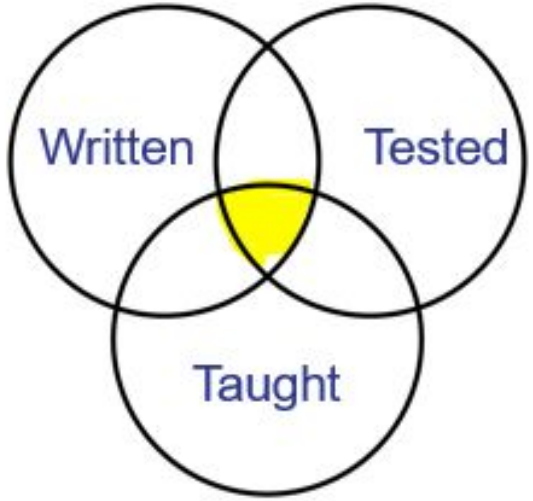
"It feels like there are different rules for different people and we do not know why."

What can be done to accelerate student success?



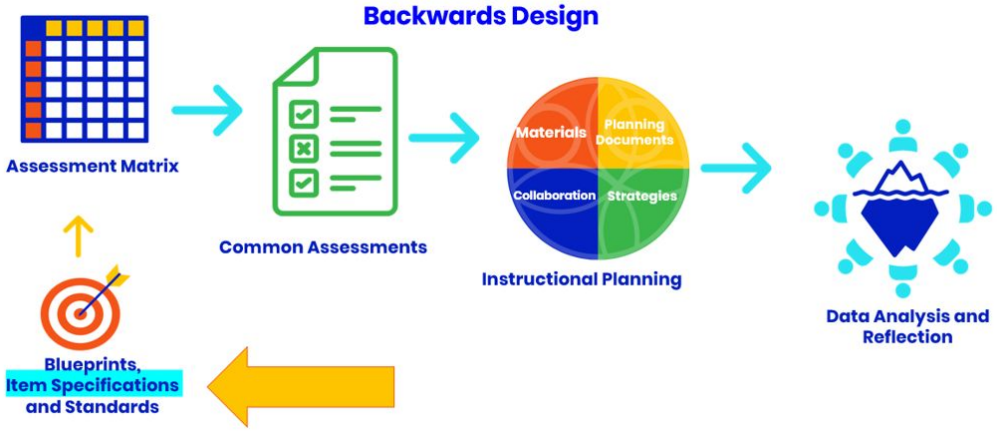
Recommendation Areas with Action Steps

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 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 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.

3. Leadership Column



1. Cultivate a High-Functioning Site Leadership Team

- Establish a leadership team that includes key staff members (classroom teachers, certificated staff, classified staff, and administration) with a focus on leading a targeted improvement initiative to drive accelerated student outcomes for all.

2. Facilitate Open and Safe Communication

- Implement a feedback system to elicit feedback and track staff concerns and culture-building progress.

3. Team-Building

- Conduct team-building activities that promote collaboration and shared purpose.

4. Promote a Positive School Culture

- Encourage daily positive interactions (e.g., greetings, shout-outs, etc.).
- Foster collaborative decision-making, where teachers have a voice in school policies.
- Celebrate staff contributions with recognition programs to boost morale.

My Dream School …

New Comers classes “

“more parent involvement”

“every teacher would have a full-time aide in the classroom”

“There are qualified/certificated teachers available for science, P.E., music and art”

“lots of hands on materials”

“teachers would be allowed to choose the PD that would be most helpful to them”

“family picnic days, family reading nights, family stem/steam nights, etc.”

“Smaller classroom sizes to work with all students”

“English language classes offered to parents of the students”

“more interactive lessons”

“motivational events”



“teachers would be given training on the best strategies to engage our students”

“access to project based learning materials”

“consequences for negative behaviors “

“the same equitable resources that other schools receive”

“updated facilities to include activities for all students”

“st

“close collaboration among grade levels and supports for Els”

“all students would have access to quality intervention, teachers would be provided with materials for that intervention”

“C

“parents, staff, and children collaborating together”

“testing of students for learning disabilities would happen faster and sooner”

“instrumental music”

N = 49



Thank You



orenda

EDUCATE AND ELEVATE, TOGETHER