



**Education *for* Change**  
**Public Schools**

# T1 K-8th Student Outcomes

## Student outcomes committee

January 8, 2024

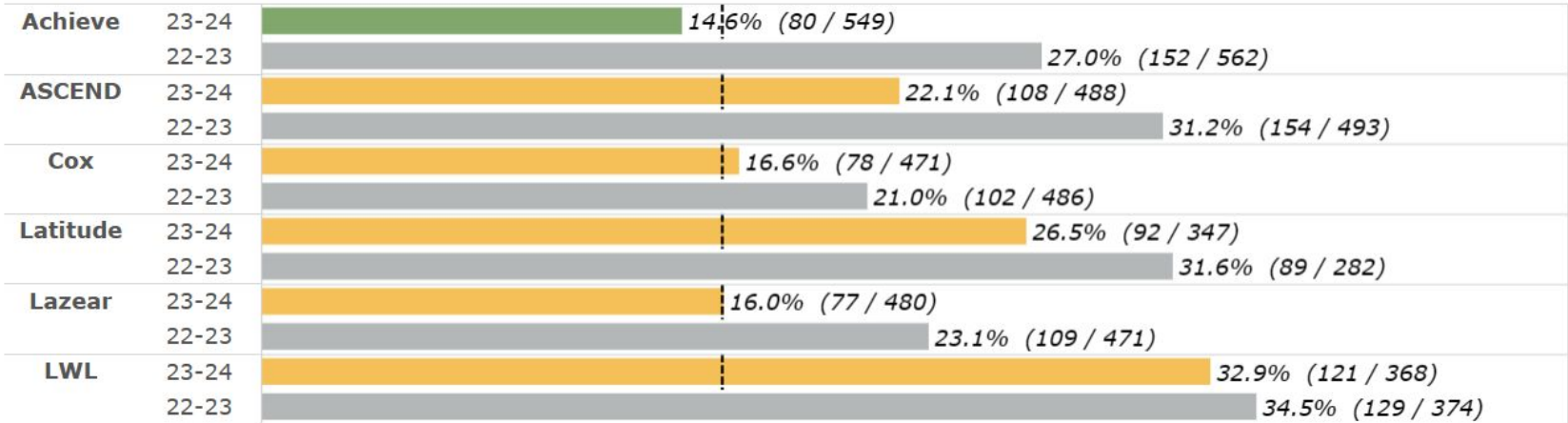
# T1 Data to Review

- Chronic Absence
- Literacy
  - Fastbridge progress monitoring
  - T1 interims
- Math
  - T1 Interims
- Suspension
- Sense of Belonging (Student Survey)
-

# CHRONIC ABSENCE

Met Target Improved/Same Decreased

**Overall** What % of students are chronically absent overall?



# K-2 LITERACY

# K-2 Fastbridge Progress Monitoring

11 2023-24: Early Lit (K-2nd)

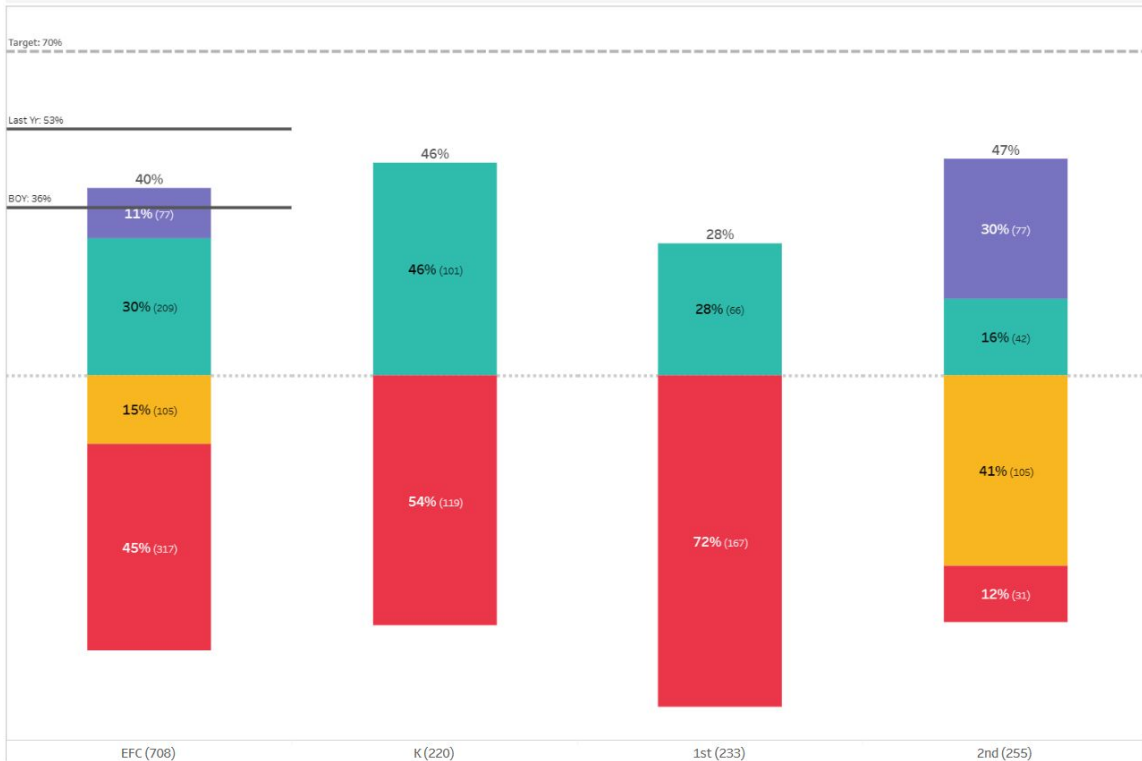
Compared to *This Year BOY* and *Last Year T1* (All Students)

■ Proficient 
 ■ Met Growth 
 ■ Grew 
 ■ Minimal (maintained/declined or not proficient with no prior score)

Target: 70%

Last Yr: 53%

BOY: 36%



# K-2 Fastbridge Progress Monitoring

T1 2023-24: Early Lit (K-2nd)

Compared to This Year BOY and Last Year T1 (All Students)

■ Proficient 
 ■ Met Growth 
 ■ Grew 
 ■ Minimal (maintained/declined or not proficient with no prior score)



# K-2 Fastbridge Progress Monitoring

T1 2023-24: Early Lit (K-2nd)

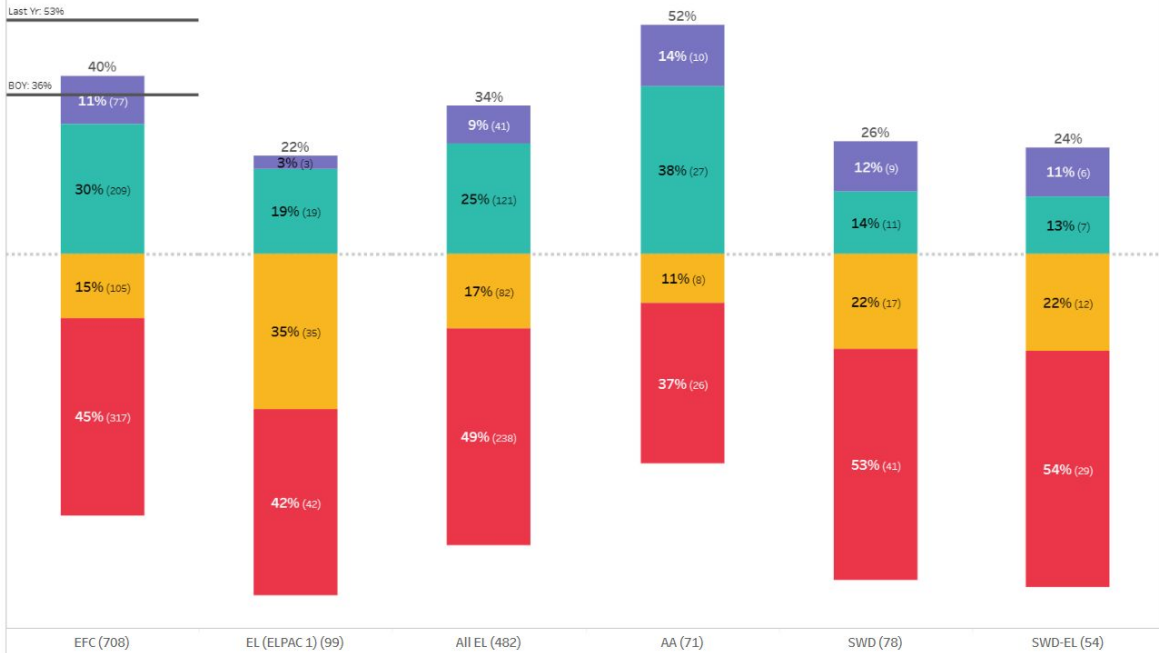
Compared to *This Year BOY* and *Last Year T1* (All Students)

■ Proficient 
 ■ Met Growth 
 ■ Grew 
 ■ Minimal (maintained/declined or not proficient with no prior score)

Target: 70%

Last Yr: 53%

BOY: 36%

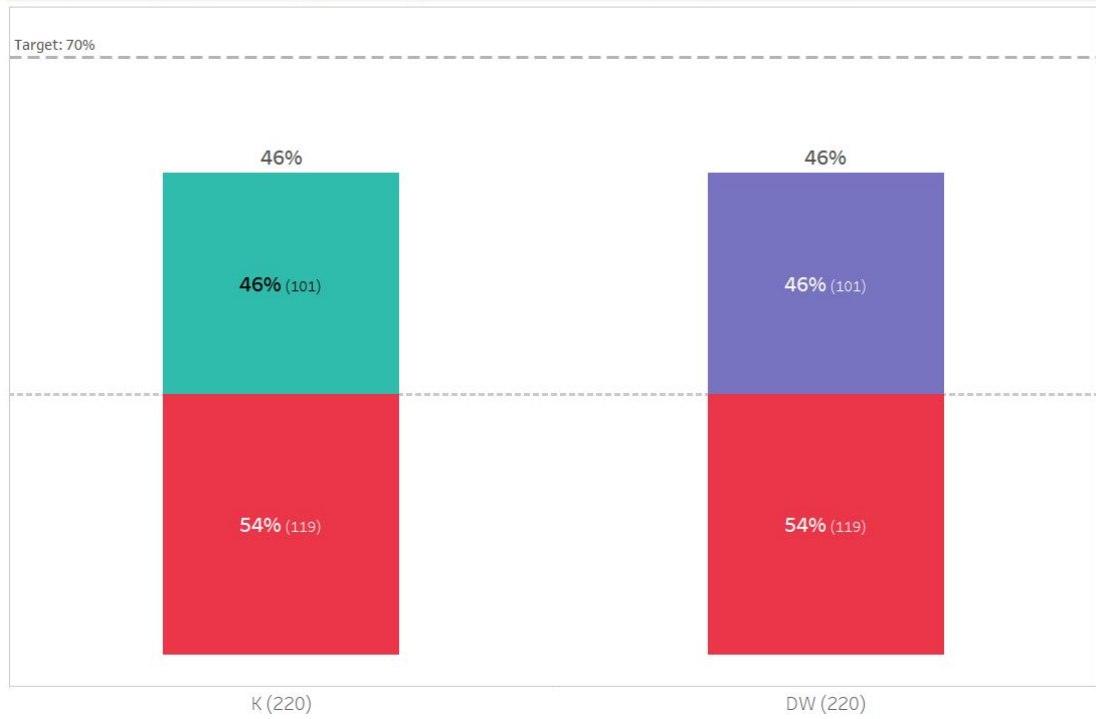


# Kinder Fastbridge Progress Monitoring

T1 2023-24: All

Compared to *This Year BOY* and *Last Year T1* (All Students)

■ Proficient ■ Met Growth ■ Grew ■ Minimal (maintained/declined or not proficient with no prior score)



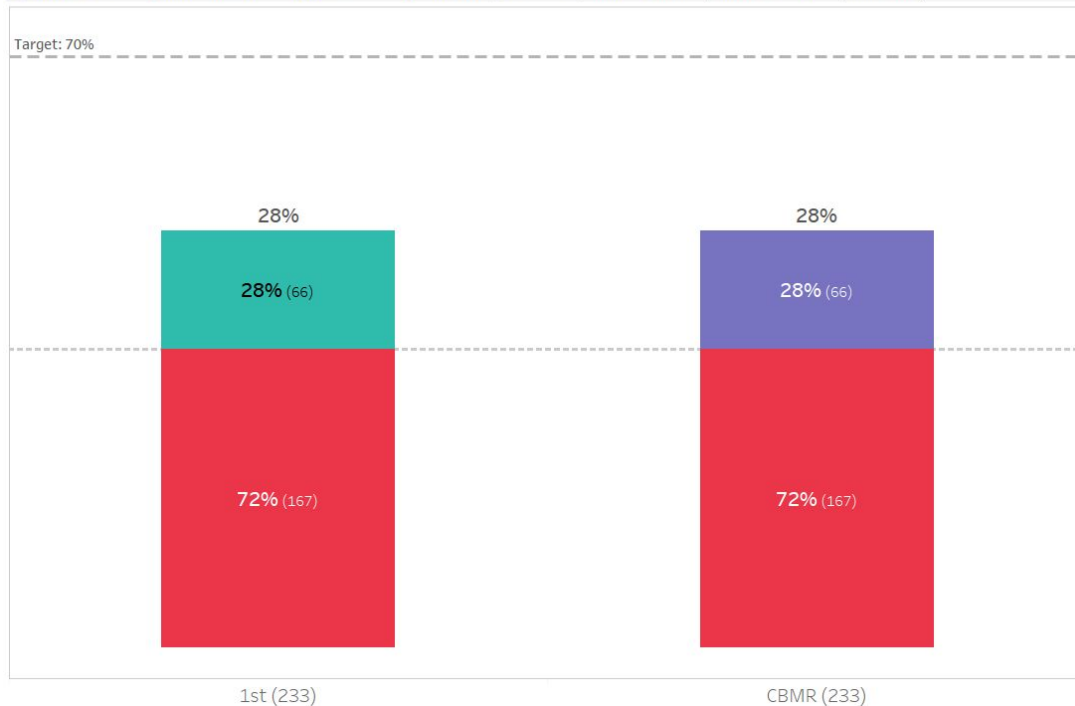


# 1st Grade Fastbridge Progress Monitoring

T1 2023-24: All

Compared to *This Year BOY* and *Last Year T1* (All Students)

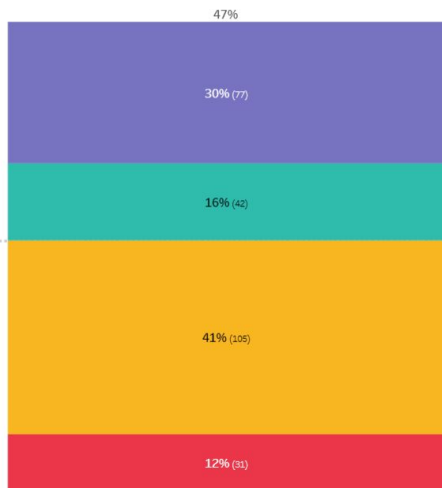
■ Proficient ■ Met Growth ■ Grew ■ Minimal (maintained/declined or not proficient with no prior score)



# 2nd Grade Fastbridge Progress Monitoring

T1 2023-24: CBM 2nd  
Compared to This Year BOY and Last Year T1 (All Students)  
■ Proficient ■ Met Growth ■ Grew ■ Minimal (maintained/declined or not proficient with no prior score)

Target: 70%



2nd (255)

## Fluency

# 3-5 LITERACY

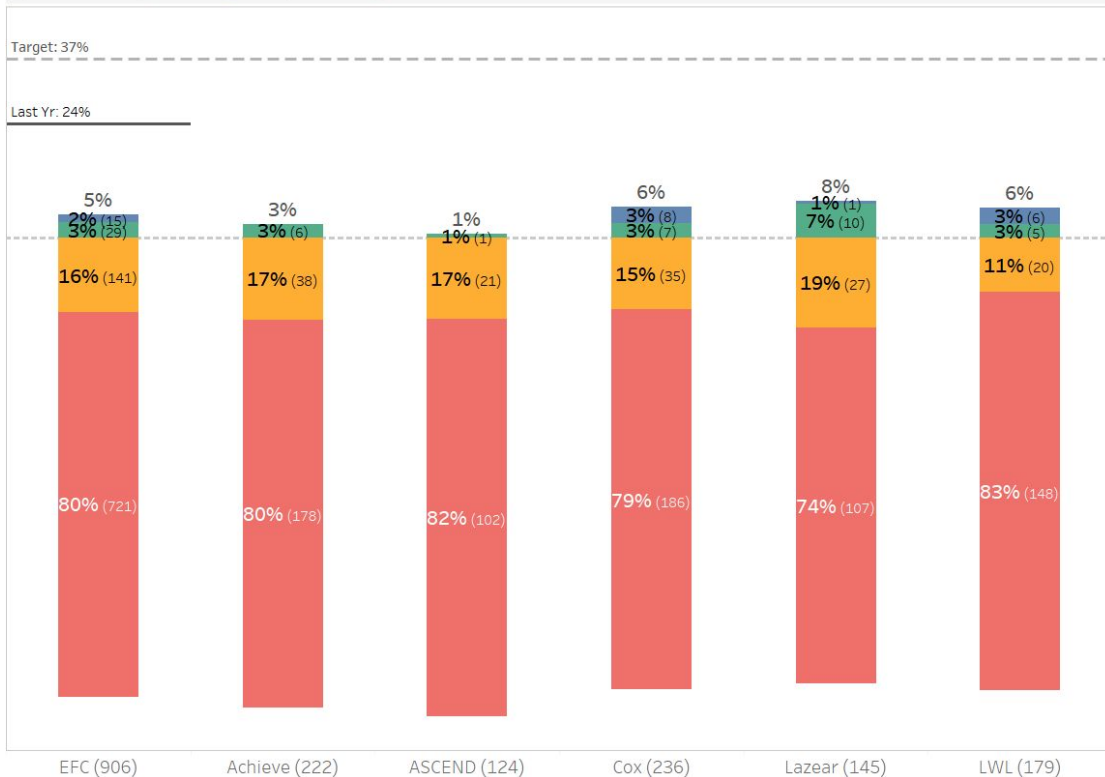
# 3rd-5th ELA IAB Proficiency

T1 2023-24: ELA IAB 3-5

■ Exceeded
 ■ Met
 ■ Nearly Met
 ■ Did Not Meet

Target: 37%

Last Yr: 24%



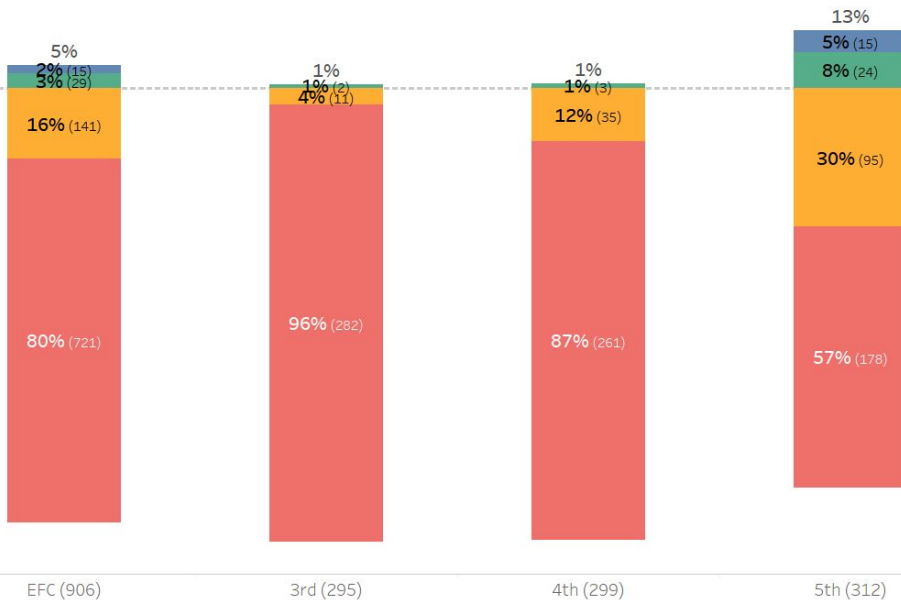
# 3rd-5th ELA IAB Proficiency

T1 2023-24: ELA IAB 3-5

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 37%

Last Yr: 24%



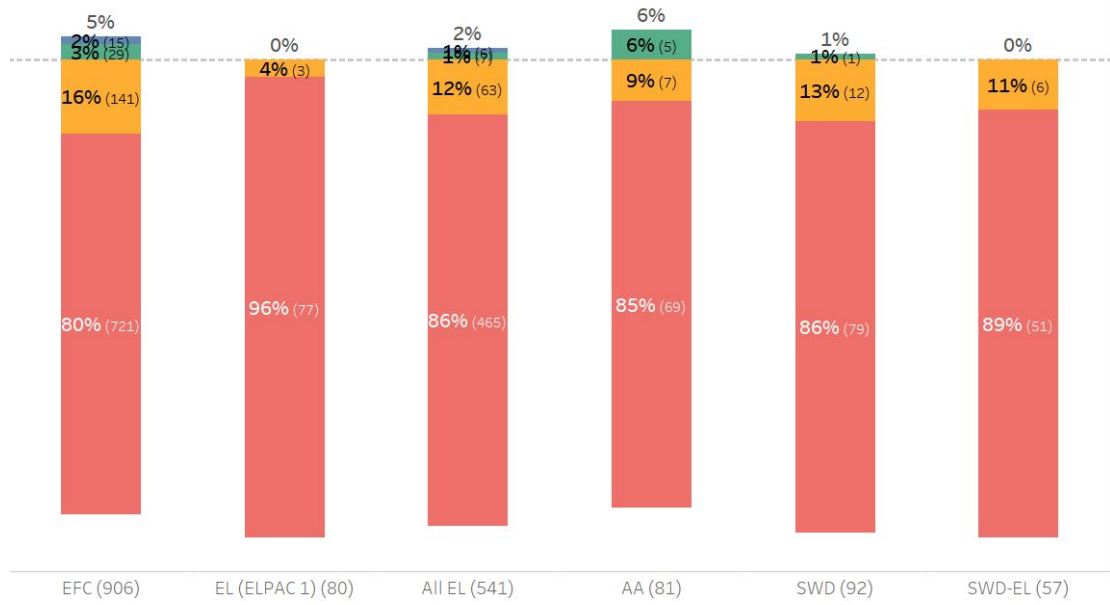
# 3rd-5th ELA IAB Proficiency

T1 2023-24: ELA IAB 3-5

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 37%

Last Yr: 24%



6-8 LITERACY

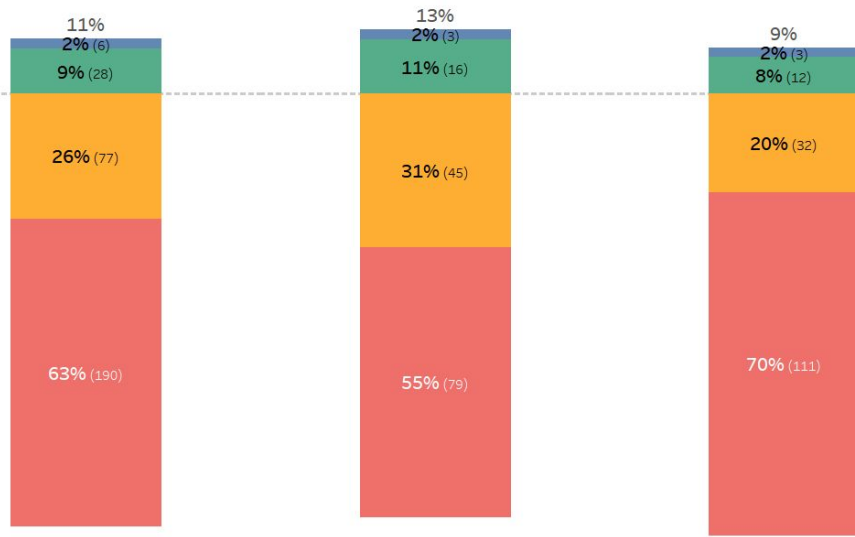
# 6th-8th ELA IAB Proficiency

T1 2023-24: ELA IAB 6-8

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 37%

Last Yr: 35%



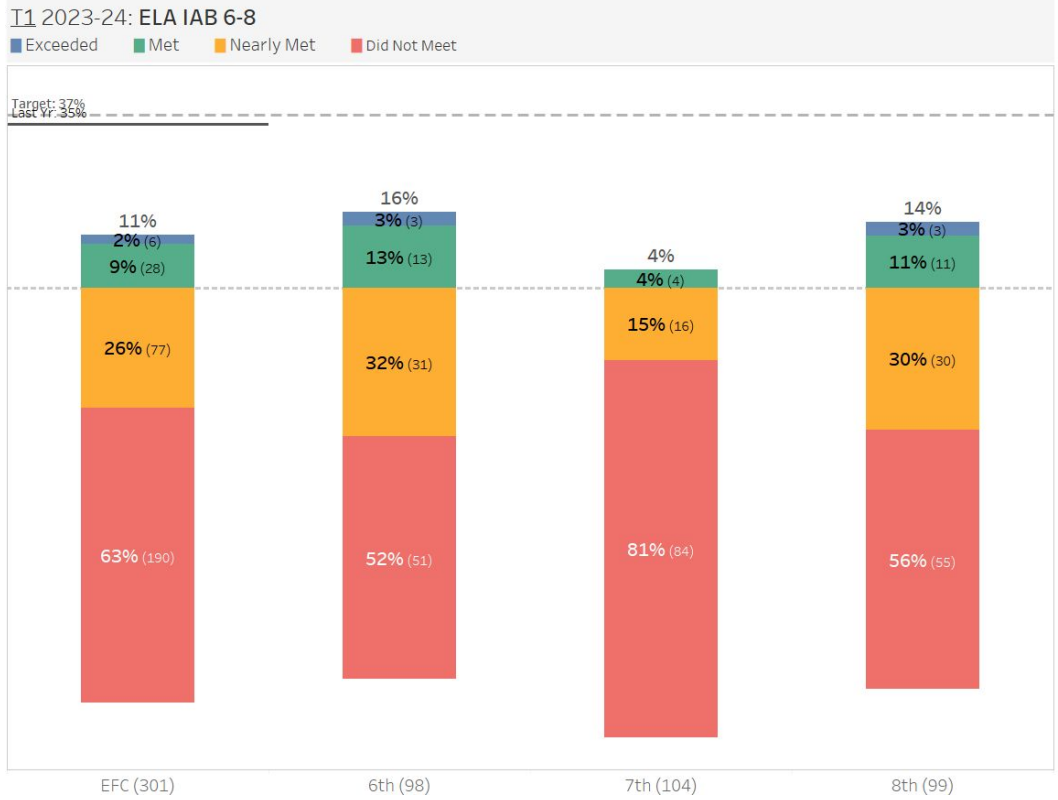
EFC (301)

ASCEND (143)

Lazear (158)



# 6th-8th ELA IAB Proficiency



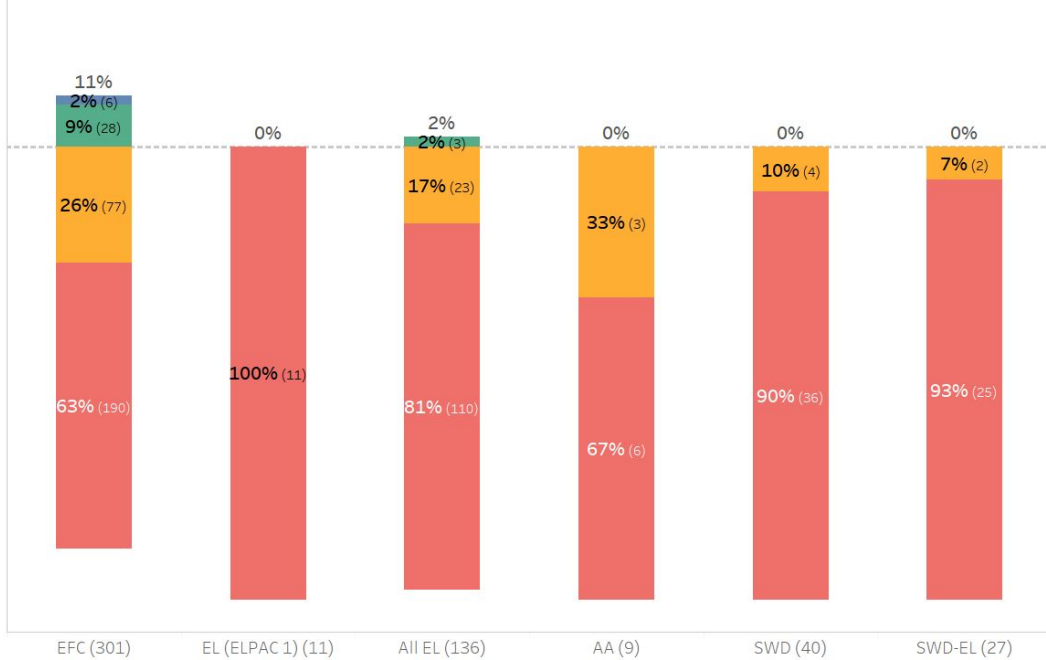
# 6th-8th ELA IAB Proficiency

T1 2023-24: ELA IAB 6-8

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 37%

Last Yr: 35%

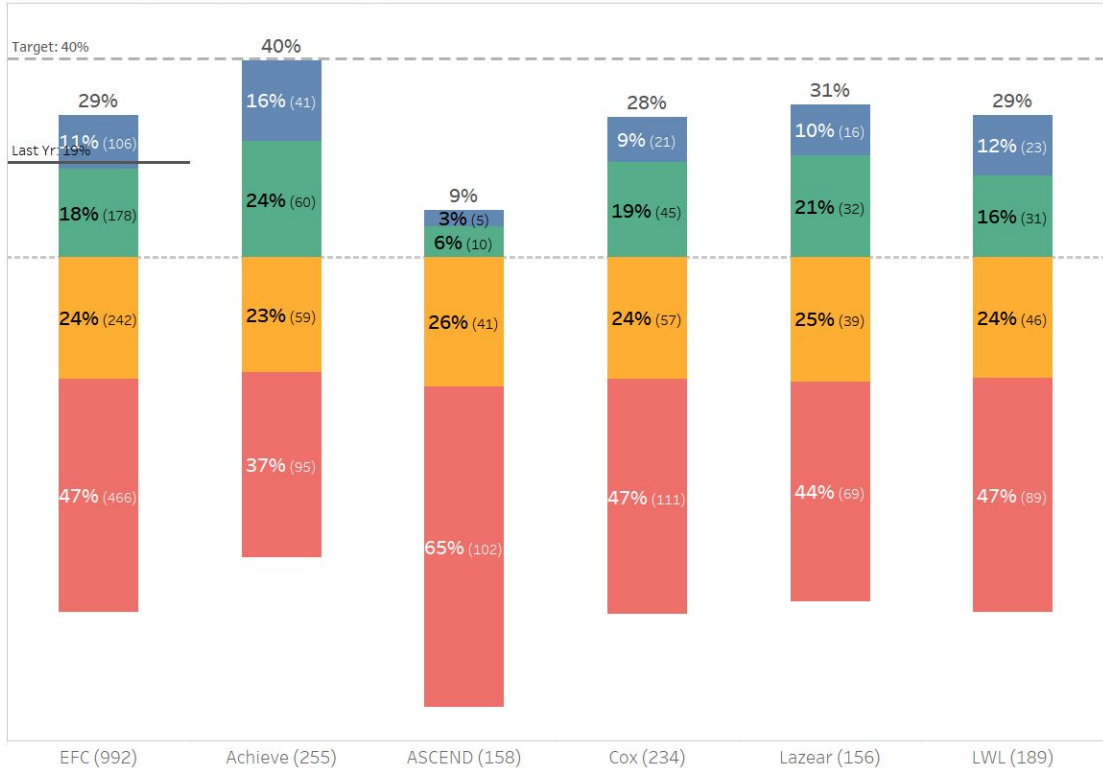


# 3-5 Math

# 3rd-5th Math IAB Proficiency

T1 2023-24: Math IAB 3-5

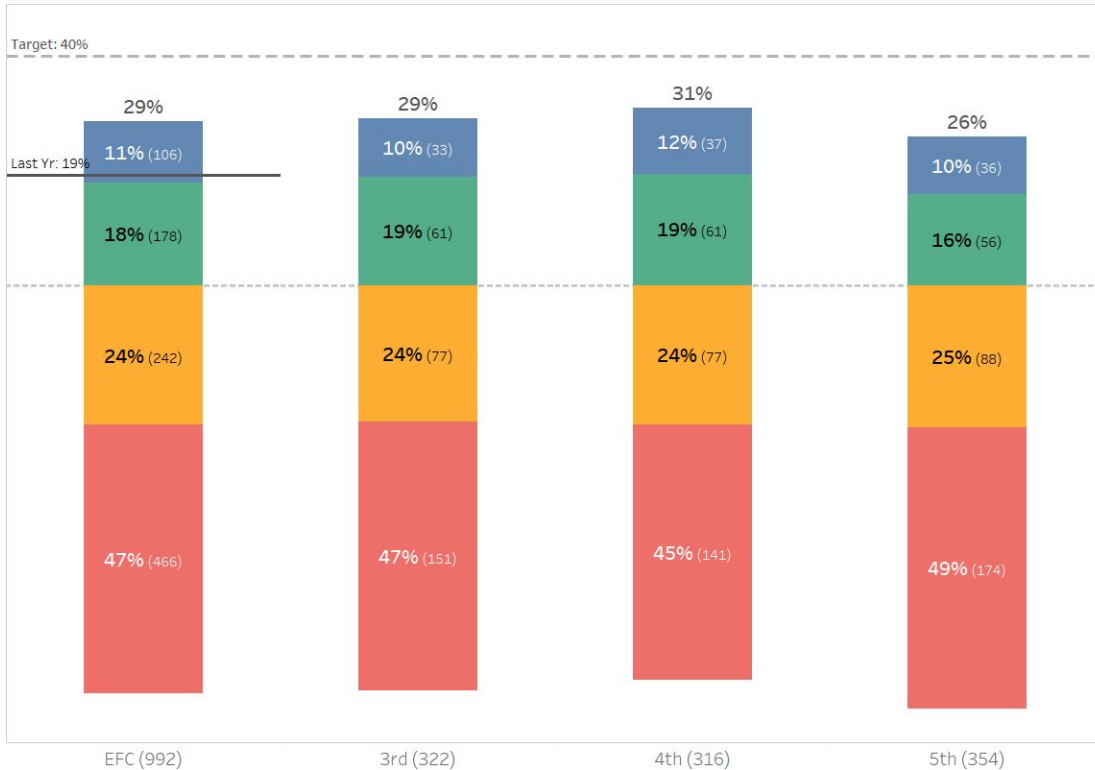
Exceeded Met Nearly Met Did Not Meet



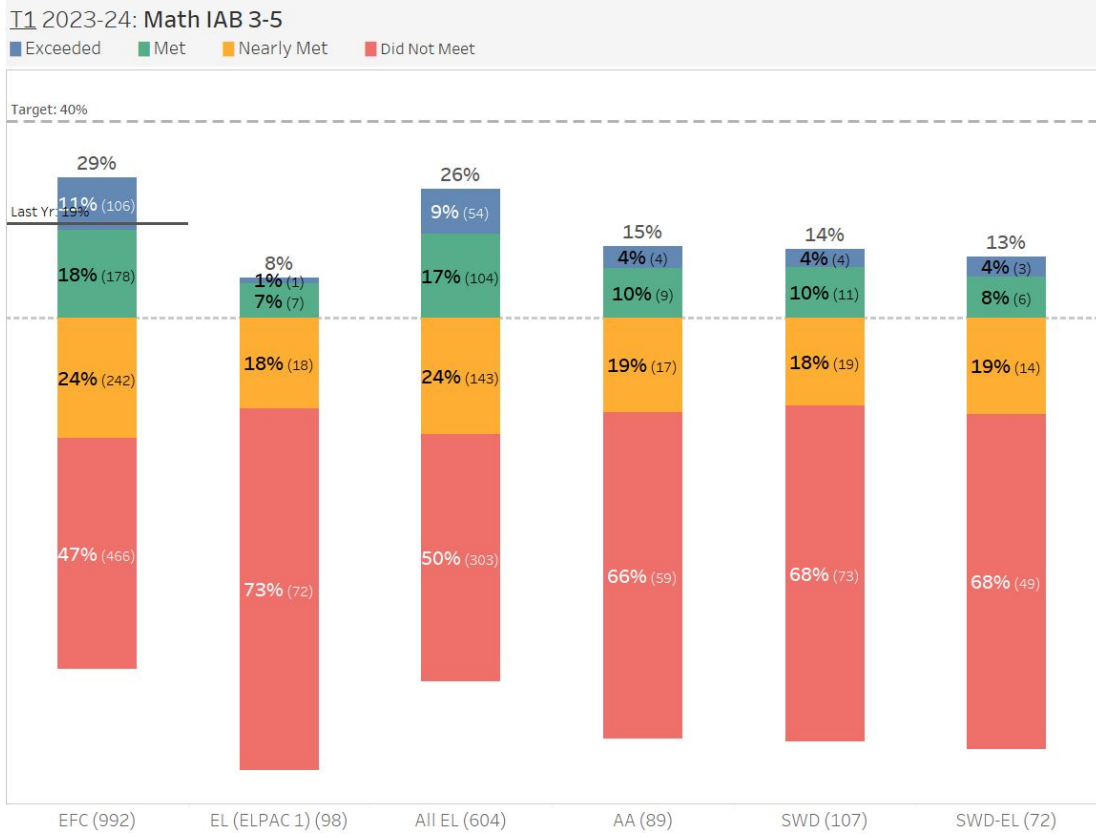
# 3rd-5th Math IAB Proficiency

T1 2023-24: Math IAB 3-5

Exceeded Met Nearly Met Did Not Meet



# 3rd-5th Math IAB Proficiency



6-8 MATH

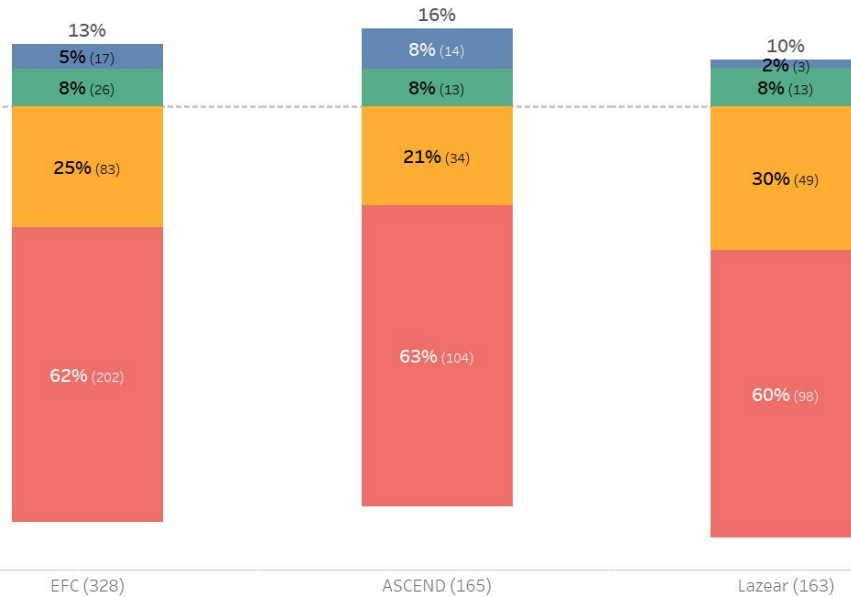
# 6th-8th Math IAB Proficiency

T1 2023-24: Math IAB 6-8

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

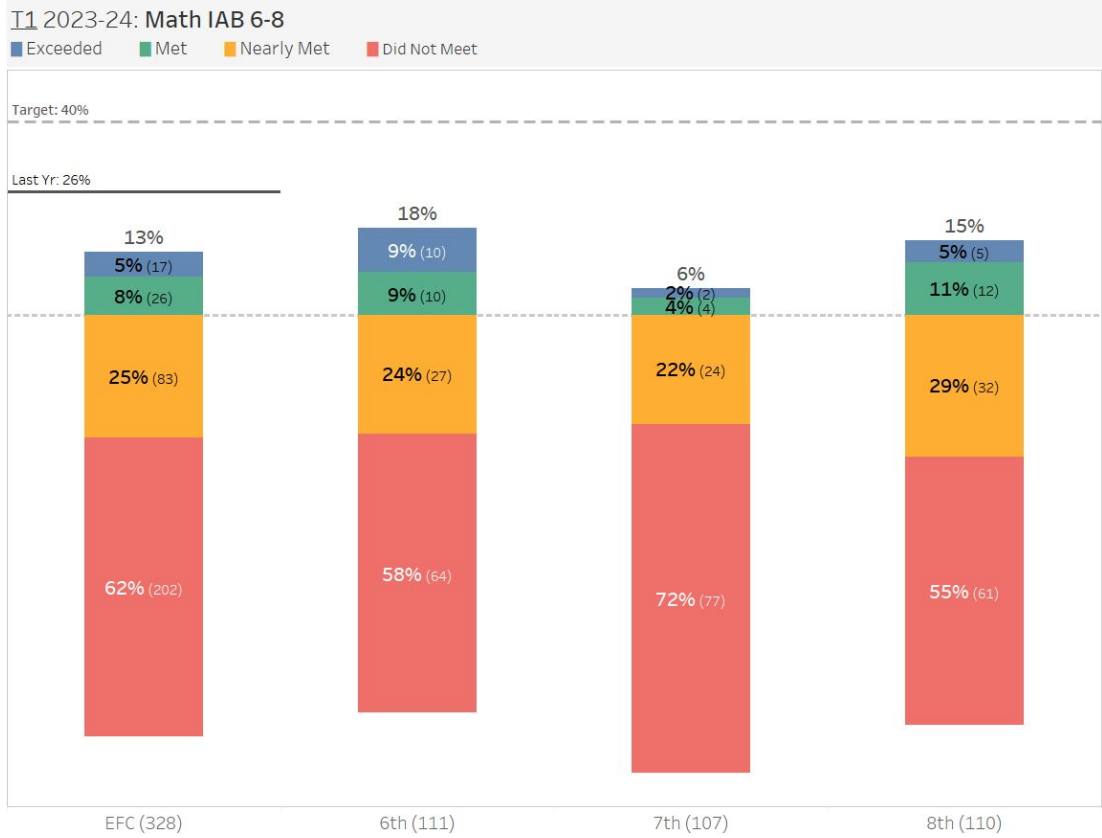
Target: 40%

Last Yr: 26%





# 6th-8th Math IAB Proficiency



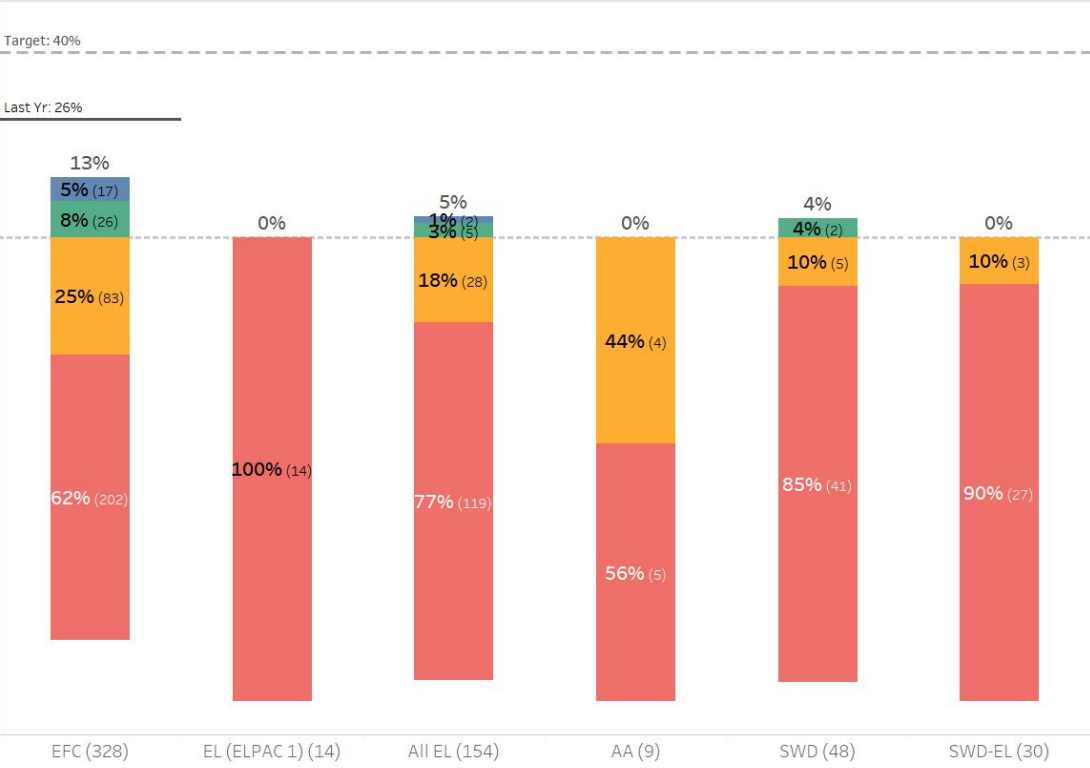
# 6th-8th Math IAB Proficiency

T1 2023-24: Math IAB 6-8

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 40%

Last Yr: 26%



CULTURE

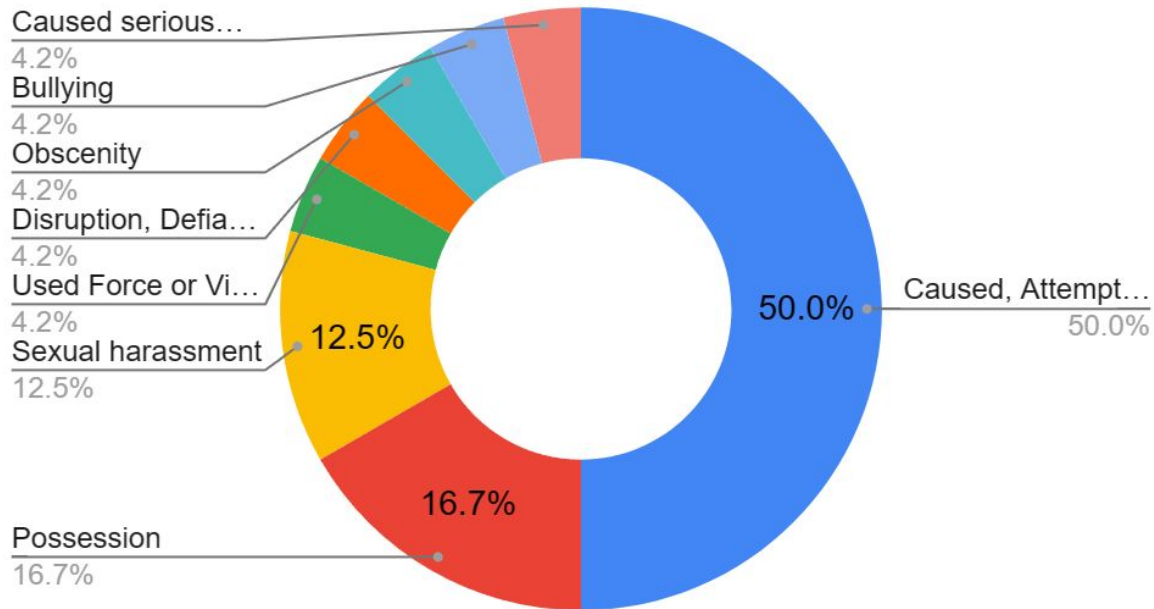
# Suspensions

	#	EOY Target	2024 Value	2023 Value
<b>EFC</b>	22	1.4%	0.8%	0.7%
<b>Achieve</b>	2	0.6%	0.4%	0.2%
<b>ASCEND</b>	2	0.9%	0.4%	1.0%
<b>Cox</b>	3	2.0%	0.6%	1.6%
<b>Latitude</b>	11	5.7%	3.0%	0.3%
<b>Lazear</b>	4	2.4%	0.8%	1.0%
<b>LWL</b>	0	0.5%	0.0%	0.0%

	#	EOY Target	2024 Value	2023 Value
<b>EL</b>	10	0.5%	0.6%	0.5%
<b>AA</b>	4	2.5%	1.6%	2.4%
<b>SWD</b>	4	2.5%	1.2%	3.2%
<b>TK-2nd</b>	0	0.5%	0.0%	0.1%
<b>3rd-5th</b>	5	1.2%	0.5%	1.1%
<b>6th-8th</b>	6	2.7%	1.8%	1.8%
<b>9th-12th</b>	11	5.7%	3.0%	0.3%

# Suspensions

## Incident Count



# Sense of Belonging Survey

BOY 2023-24: Student Belonging and Inclusion (Site: All)

[Click to view question-level comparisons by Site](#)

## Response

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- A tremendous amount
- Quite a bit of respect
- Some respect
- A little bit of respect
- No respect at all
- Completely belong
- Belong quite a bit
- Belong somewhat
- Belong a little bit
- Do not belong at all

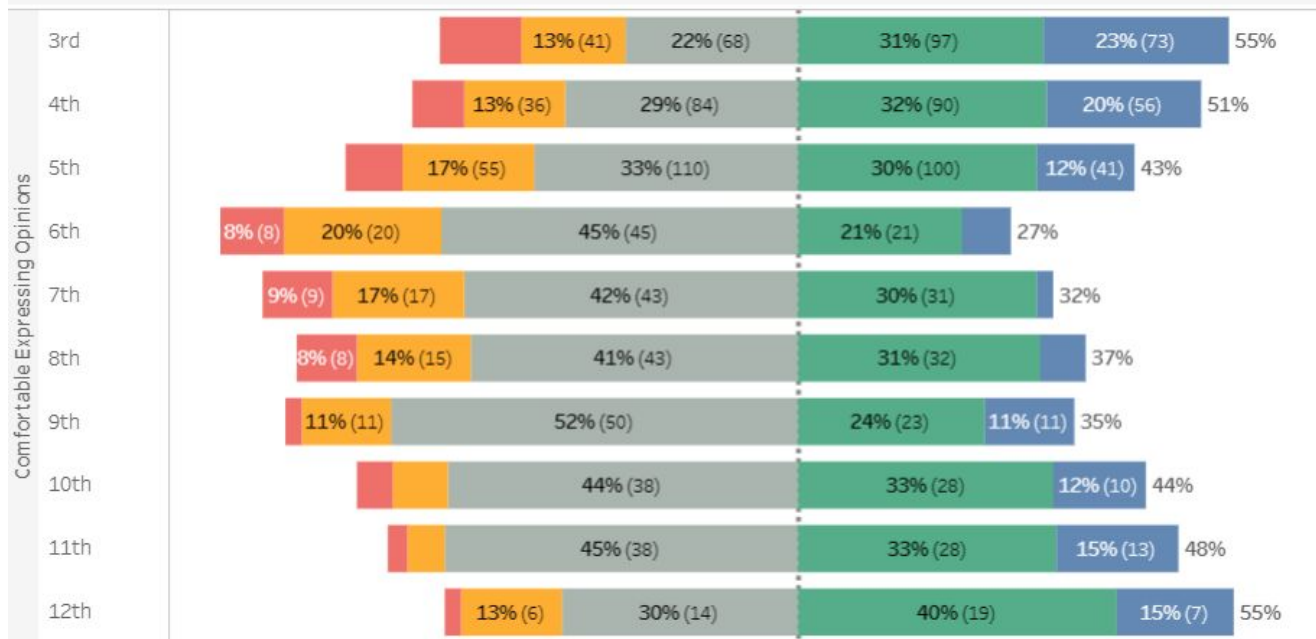


# Sense of Belonging Survey

Students generally report less comfort expressing opinions as grade levels increase.

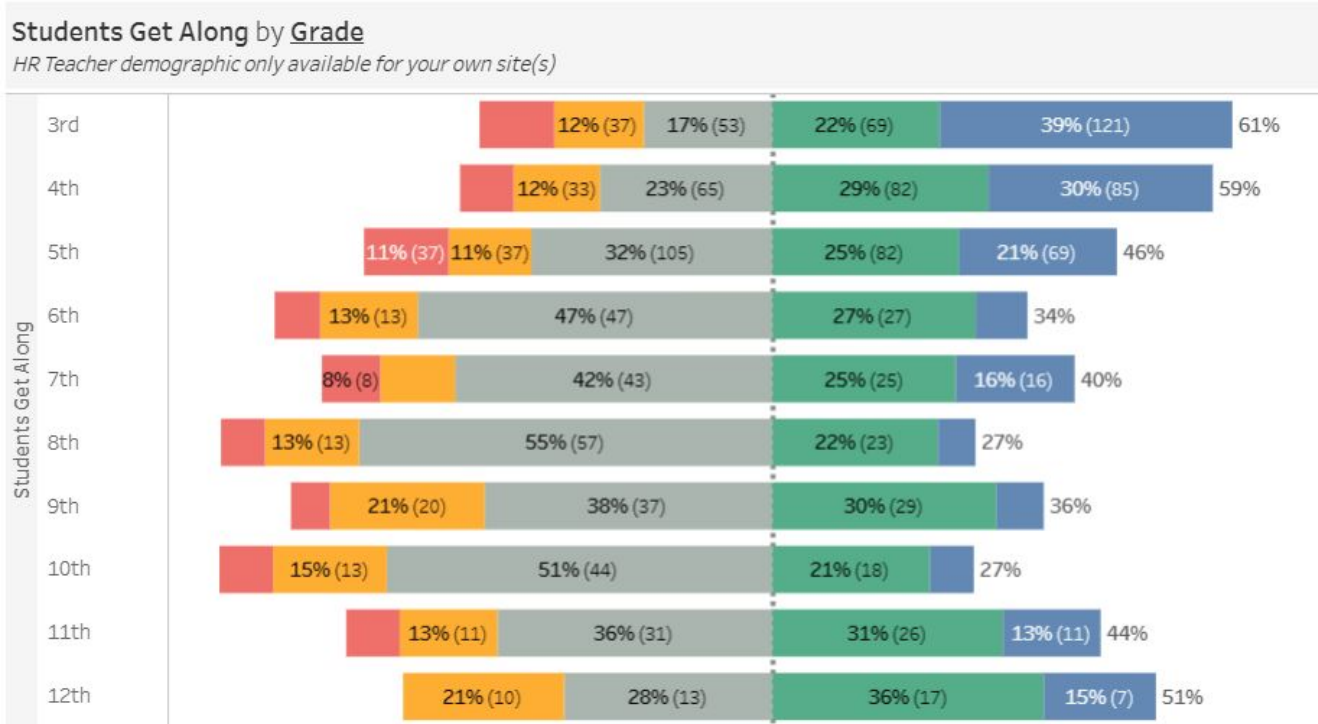
Comfortable Expressing Opinions by Grade

*HR Teacher demographic only available for your own site(s)*



# Sense of Belonging Survey

Students generally report less positive peer-to-peer relationships as the grade levels increase.

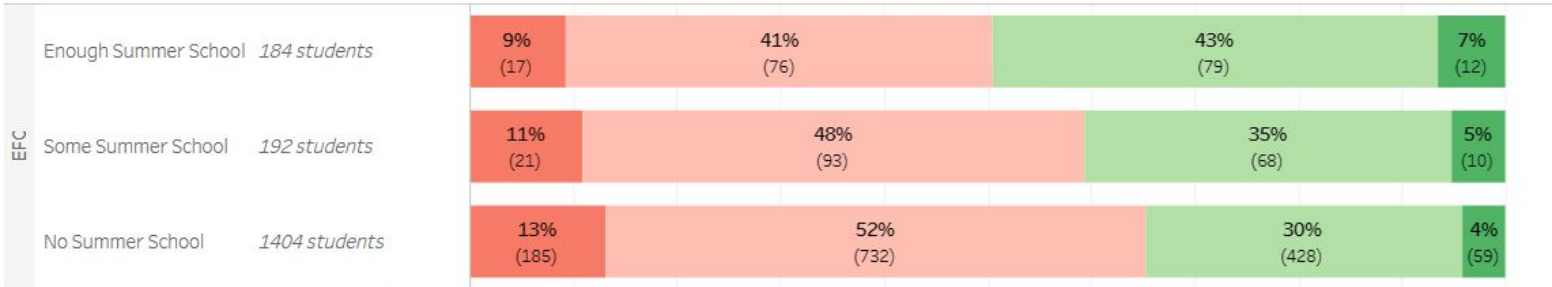




ADDITIONAL DATA

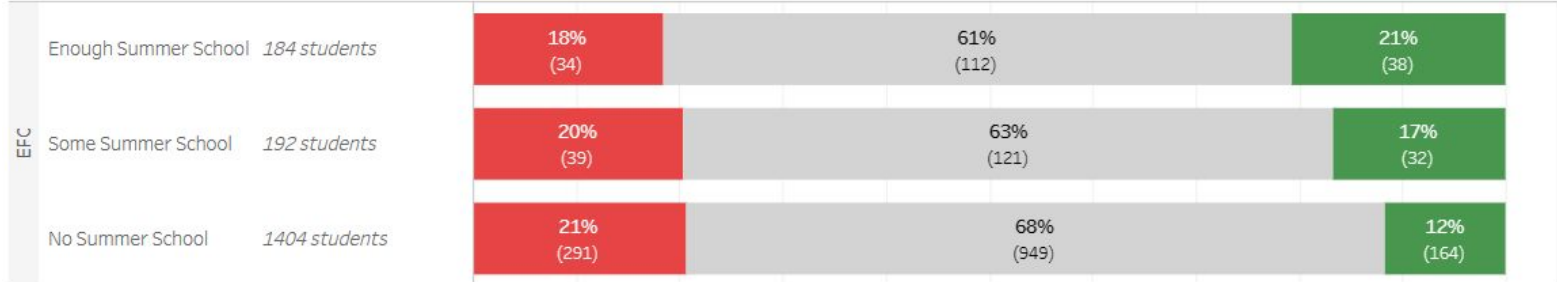
# Summer Slide

Summer 2023: How did **Proficiency Status** change from EOY to BOY? (All Students)  
Enough Summer School = 15+ days



■ Lost Proficiency    
 ■ Stayed Below Proficiency    
 ■ Stayed Proficient    
 ■ Became Proficient

Summer 2023: How did **Proficiency Level** change from EOY to BOY? (All Students)  
Enough Summer School = 15+ days



■ Lost Level(s)    
 ■ Retained Level    
 ■ Gained Level(s)

# 2022-23 CA Dashboard

2022-23	Chronic Absenteeism	Suspension Rate	EL Progress	Graduation Rate	ELA SBAC	Math SBAC	College/Career
CA	CA	CA	CA	CA	CA	CA	Medium
OUSD	OUSD	OUSD	OUSD	OUSD	OUSD	OUSD	Medium
Achieve				N/A			N/A
ASCEND				N/A			N/A
Cox				N/A			N/A
Latitude	N/A						High
Lazear				N/A			N/A
LWL				N/A			N/A

## T2 Priorities Recap

- Kinder letter sounds
- 1st grade blending
- 2nd-5th SIPPS interventions to build fluency
- 3rd-5th module internalization in math and ELA
- Student work and data analysis to inform re-engagement in math
- Continued implementation of GLAD strategies/ academic discussion
- School level Weekly Data meetings with a focus on subgroup progress monitoring.

# Appendix: KPIs

# English Learner Progress Indicator - EFC [TBD]

**Definition:** Percent English Learners making progress towards English language proficiency (increased levels on summative ELPAC year-over-year) as measured by the English Learner Progress Indicator (ELPI) and reported on the California Schools Dashboard

**Target Definition:** Will either be at or above 55% (high) or increase by at least 5 percentage points annually on average over the charter term. Comparison year is 18-19.

	18-19	19-20	20-21	21-22 (Target)
<b>Overall</b>	26%	N/A	N/A	31%
<b>TK-2</b>	23%	N/A	N/A	28%
<b>3-5</b>	31%	N/A	N/A	36%
<b>6-8</b>	16%	N/A	N/A	21%
<b>9-12</b>	11%	N/A	N/A	35%*
<b>SWD</b>	23%	N/A	N/A	28%

\*Based on 20-21 results, given larger n-size.

# FastBridge Growth (K-2) - EFC

**Definition:** The percent of students in grades K-2 meeting or exceeding BOY to EOY growth targets on FastBridge. Because some students with high performance in the prior testing window are not necessarily required to test in T1 and T2, these students' data from the prior window are duplicated in the current window if they're missing current data

**Target Definition:** 70%

	22-23 (EOY)	23-24 (T1)	23-24 (Target)
<b>Overall</b>	57.2%	49.1%	70%
<b>K-2</b>	57.2%	49.1%	70%
<b>AA</b>	62.4%	55.2%	70%
<b>EL</b>	53.9%	41.8%	70%
<b>SWD</b>	38.2%	31.0%	70%

# SBAC (ELA) - EFC Proficiency

**Definition:** Student proficiency in English Language Arts (ELA), as measured by Average Distance from Standard ([Avg DFS](#)) on the SBAC and reported on the CA Schools Dashboard. Interim data comes from the state's IABs, local interim tests, or NWEA MAP.

**Target Definition:** Will improve or maintain annually, overall and for all significant subgroups, using the criteria below. Comparison year is 21-22.

	21-22	22-23	22-23 (Target)
<b>Overall</b>	30.4%	27.6%	35.0%
<b>3-5</b>	24.0%	24.3%	30.0%
<b>6-8</b>	46.0%	35.2%	53.0%
<b>11*</b>	31.9%	41.2%	40.0%
<b>AA</b>	24.3%	26.0%	23.0%
<b>EL</b>	17.6%	19.7%	22.0%
<b>SWD</b>	10.9%	15.3%	11.0%



# SBAC (ELA) - EFC DFS

**Definition:** Student proficiency in English Language Arts (ELA), as measured by Average Distance from Standard ([Avg DFS](#)) on the SBAC and reported on the CA Schools Dashboard. Interim data comes from the state's IABs, local interim tests, or NWEA MAP.

**Target Definition:** Will improve or maintain annually, overall and for all significant subgroups, using the criteria below. Comparison year is 21-22.

	21-22	22-23	22-23 (Target)
<b>Overall</b>	-55.2	-54.7	-15.7
<b>3-5</b>	-68.8	-64	-21.6
<b>6-8</b>	-23.1	-32.6	-0.1
<b>11*</b>	-44.2	-24.8	-45.5
<b>AA</b>	-56.1	-61.2	-34.8
<b>EL</b>	-86.7	-78.2	-50
<b>SWD</b>	-112.8	-94.6	-50

# SBAC (Math) - EFC Proficiency

**Definition:** Student proficiency in English Language Arts (ELA), as measured by Average Distance from Standard ([Avg DFS](#)) on the SBAC and reported on the CA Schools Dashboard. Interim data comes from the state's IABs, local interim tests, or NWEA MAP.

**Target Definition:** Will improve or maintain annually, overall and for all significant subgroups, using the criteria below. Comparison year is

21-22.	21-22	22-23	22-23 (Target)
<b>Overall</b>	22.6%	21.5%	24.0%
<b>3-5</b>	21.3%	19.2%	27.0%
<b>6-8</b>	24.9%	26.8%	38.0%
<b>11*</b>	22.2%	34.0%	23.0%
<b>AA</b>	20.0%	10.7%	12.0%
<b>EL</b>	11.5%	17.2%	17.0%
<b>SWD</b>	6.8%	2.7%	12.0%

# SBAC (Math) - EFC DFS

**Definition:** Student proficiency in English Language Arts (ELA), as measured by Average Distance from Standard ([Avg DFS](#)) on the SBAC and reported on the CA Schools Dashboard. Interim data comes from the state's IABs, local interim tests, or NWEA MAP.

**Target Definition:** Will improve or maintain annually, overall and for all significant subgroups, using the criteria below. Comparison year is

21-22.	21-22	22-23	22-23 (Target)
<b>Overall</b>	-54.6	-82.8	-25
<b>3-5</b>	-60.4	-90.2	-25
<b>6-8</b>	-43.9	-68	-22
<b>11*</b>	-59.2	-24.3	-75
<b>AA</b>	-72.7	-109.6	-50
<b>EL</b>	-78.3	-95.3	-52.2
<b>SWD</b>	-113.4	-140.6	-75

# SCAI - Sense of Belonging - EFC

**Definition:** Percent of 4s and 5s students gave in response to the Sense of Belonging, Equity and Connectedness of Student Groups, and Supportive and Respectful Interactions with Students items on the SCAI survey. Interim data is based on all responses to our internal belonging survey.

**Target Definition:** Based on growth from comparison year

	21-22	22-23	22-23 (Target)
<b>Overall</b>	64.6%	64.4%	61.0%
<b>3-5</b>	67.1%	66.2%	59.0%
<b>6-8</b>	57.9%	58.4%	64.0%
<b>9-12</b>	N/A	N/A	70.0%

# Suspension Rate - EFC

**Definition:** Suspension rate, as measured by CBEDS and reported on the CA Schools Dashboard.

**Target Definition:** Will decrease or maintain annually overall and for each numerically significant subgroup, using the criteria below. Comparison year is 22-23.

	22-23 (EOY)	23-24 (T1)	23-24 (Target)
<b>Overall</b>	1.7%	0.8%	1.4%
<b>TK-2</b>	0.2%	0.0%	0.5%
<b>3-5</b>	2.2%	0.5%	1.2%
<b>6-8</b>	2.4%	1.8%	2.7%
<b>9-12</b>	4.2%	3.0%	5.7%
<b>AA</b>	6.4%	1.6%	2.5%
<b>EL</b>	1.0%	0.6%	0.5%
<b>SWD</b>	6.4%	1.2%	2.5%