



**Education *for* Change**

**Public Schools**

**MOY Student Outcomes  
Student Outcomes Committee**

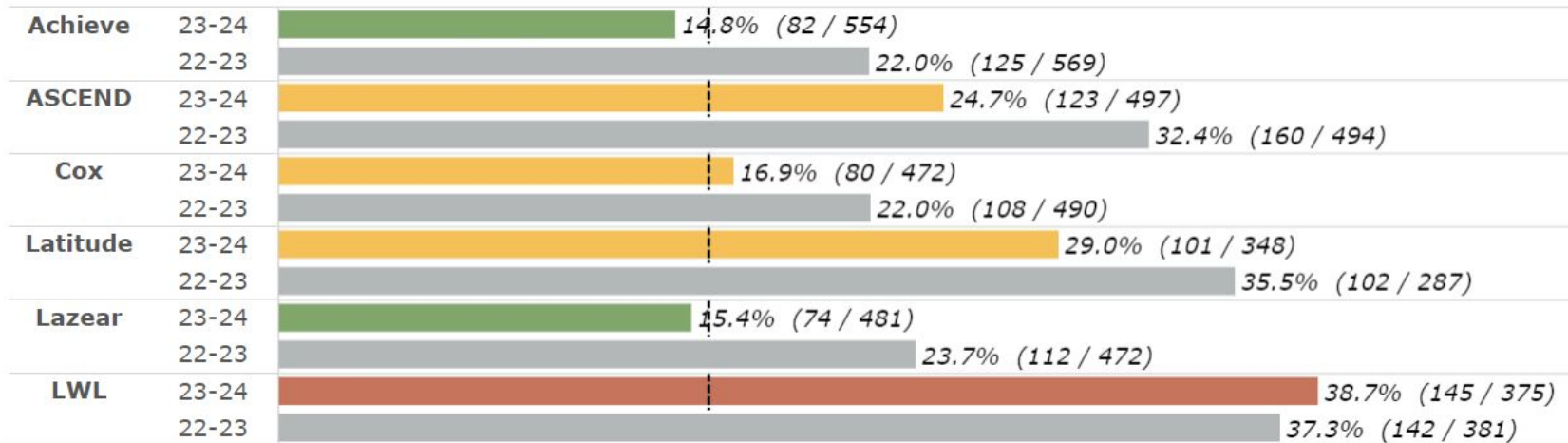
March 4, 2024

# Data to Review

- Chronic Absence
- Literacy
  - Fastbridge progress monitoring
  - MOY interims
  - aReading
- Math
  - MOY Interims
  - MAP
  - aMath
- Suspension

# CHRONIC ABSENCE

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



# K-2 LITERACY

# K-2 Fastbridge Progress Monitoring



- Proficient/Met Growth = Proficient OR making accelerated growth
- Our internal MOY goal was 52% so we are a little off track
- In first grade our school with the highest percentage of first grade students struggled the most.
- In 2nd grade students across multiple sites struggle with Fluency.

# K-2 Fastbridge Progress Monitoring



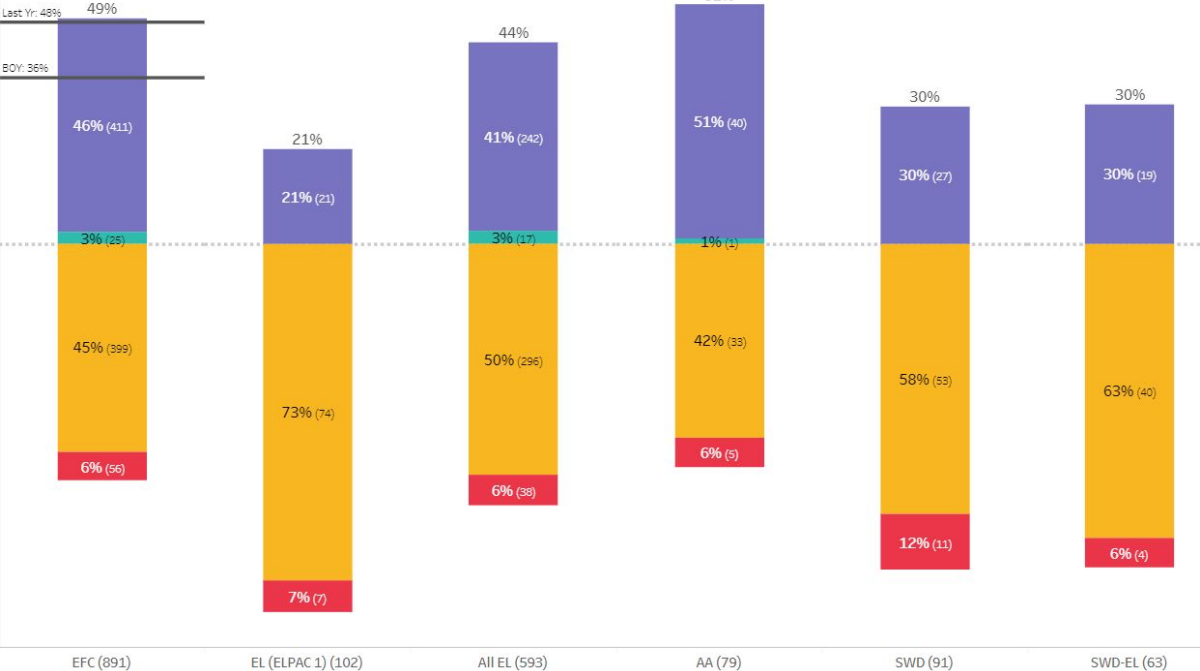
- The KPI target for students meeting growth goals by EOY is 70%. Lazear (63%) and Cox (60%) are nearly meeting the EOY growth goal
- Achieve, ASCEND, and LWL still have a significant way to go toward the 70% goal
- However, LWL and Ascend are exceeding their scores from last year at MOY

# K-2 Fastbridge Progress Monitoring

MOY 2023-24: Early Lit (K-2nd)  
 Compared to *This Year BOY* and *Last Year MOY* (All Students)

Legend: Proficient (Purple), Met Growth (Green), Grew (Yellow), Minimal (maintained/declined or not proficient with no prior score) (Red)

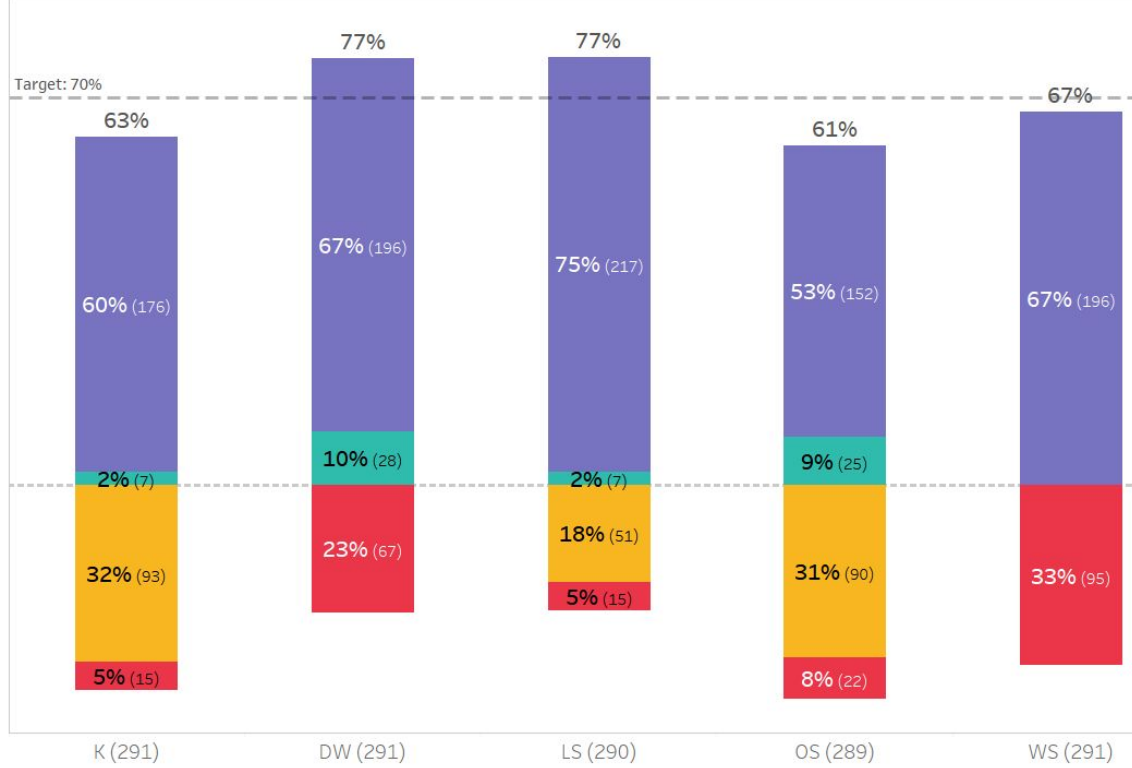
Target: 70%



- AA student subgroup closest to meeting our overall proficiency/growth goals
- We see a significant disparity between our SWD and ELs compared to the overall population
- Since Fastbridge is a screener, SWD are not allowed accommodations on this test

# Kinder Fastbridge Progress Monitoring

MOY 2023-24: Early Lit (K-2nd), Early Lit: LN, Early Lit: LS and 6 more  
Compared to *This Year BOY* and *Last Year MOY* (All Students)



DW = Decodable Words

LS = Letter Sounds

OS = Onset Sounds

WS = Word Segmenting

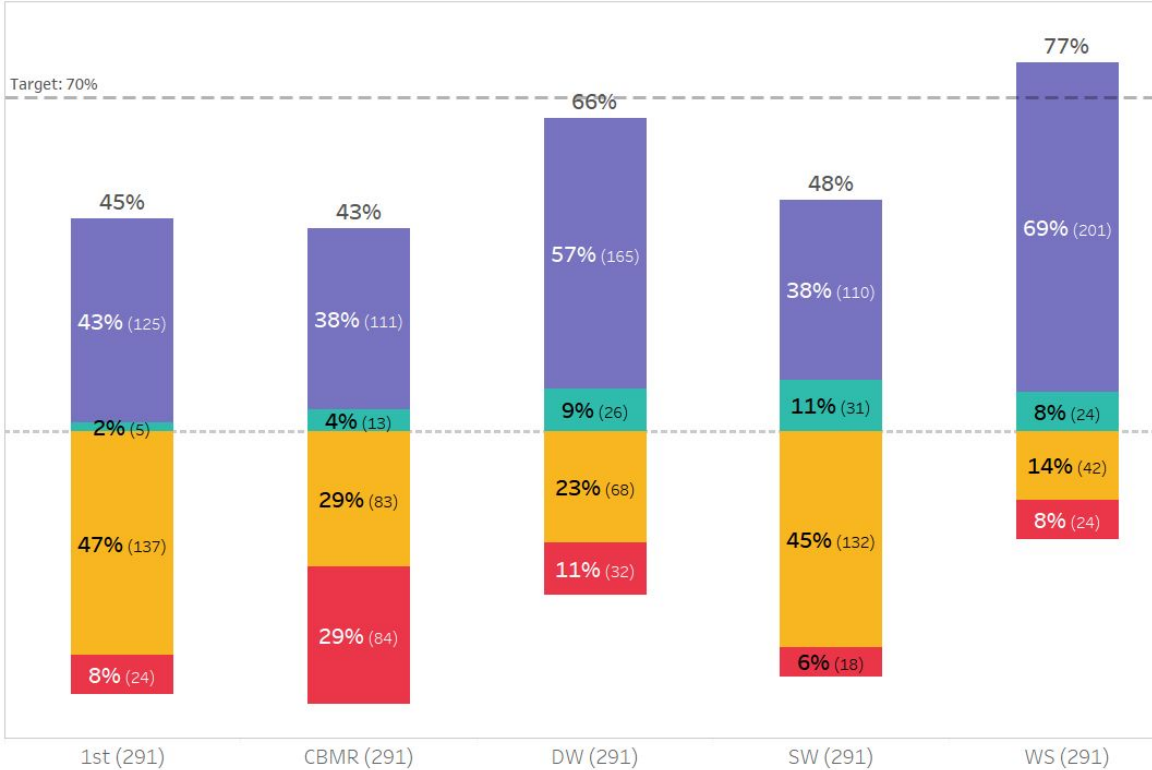


# 1st Grade Fastbridge Progress Monitoring

MOY 2023-24: Early Lit (K-2nd), Early Lit: SW, Early Lit: NW and 4 more

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

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



CMBR = Fluency

DW = Decodable Words

SW = Sight Words

WS = Word Segmenting

# 2nd Grade Fastbridge Progress Monitoring

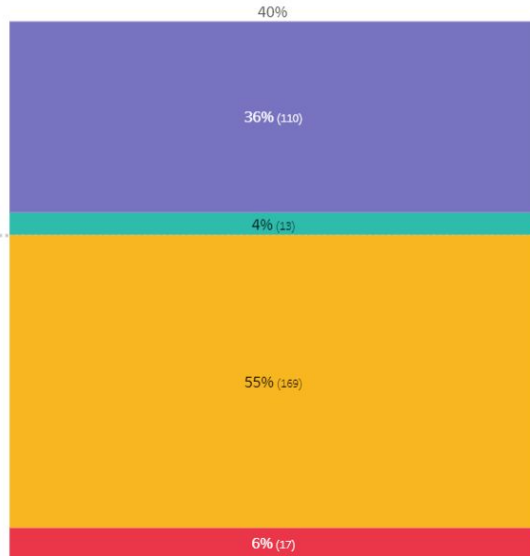
MOY 2023-24: Early Lit (K-2nd)

Compared to [This Year BOY](#) and [Last Year MOY](#) (All Students)

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

## Fluency

Target: 70%



2nd (309)

# Next Steps

## Early Lit

- Fluency- having teachers do regular accuracy and rate checks
- Ensure teachers know the sequences in the spelling patterns to ensure all of them are taught by the end of the year

# 3-5 LITERACY

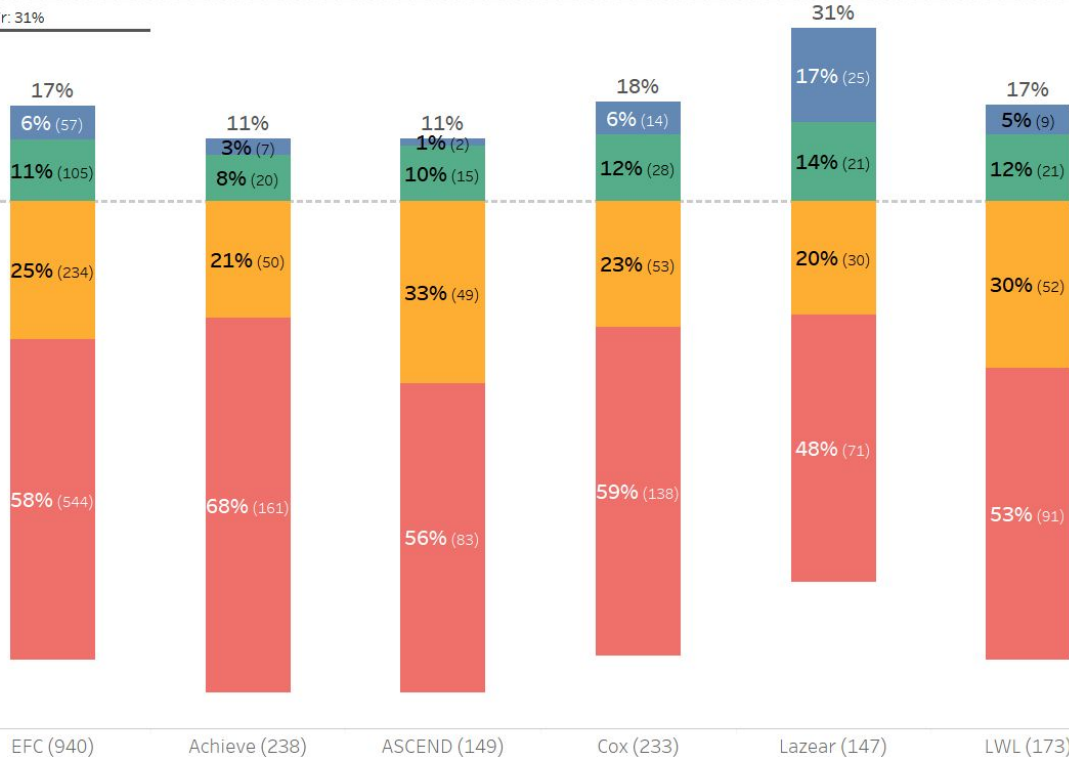
# 3rd-5th ELA Interim Proficiency

MOY 2023-24: ELA IAB 3-5

Exceeded Met Nearly Met Did Not Meet

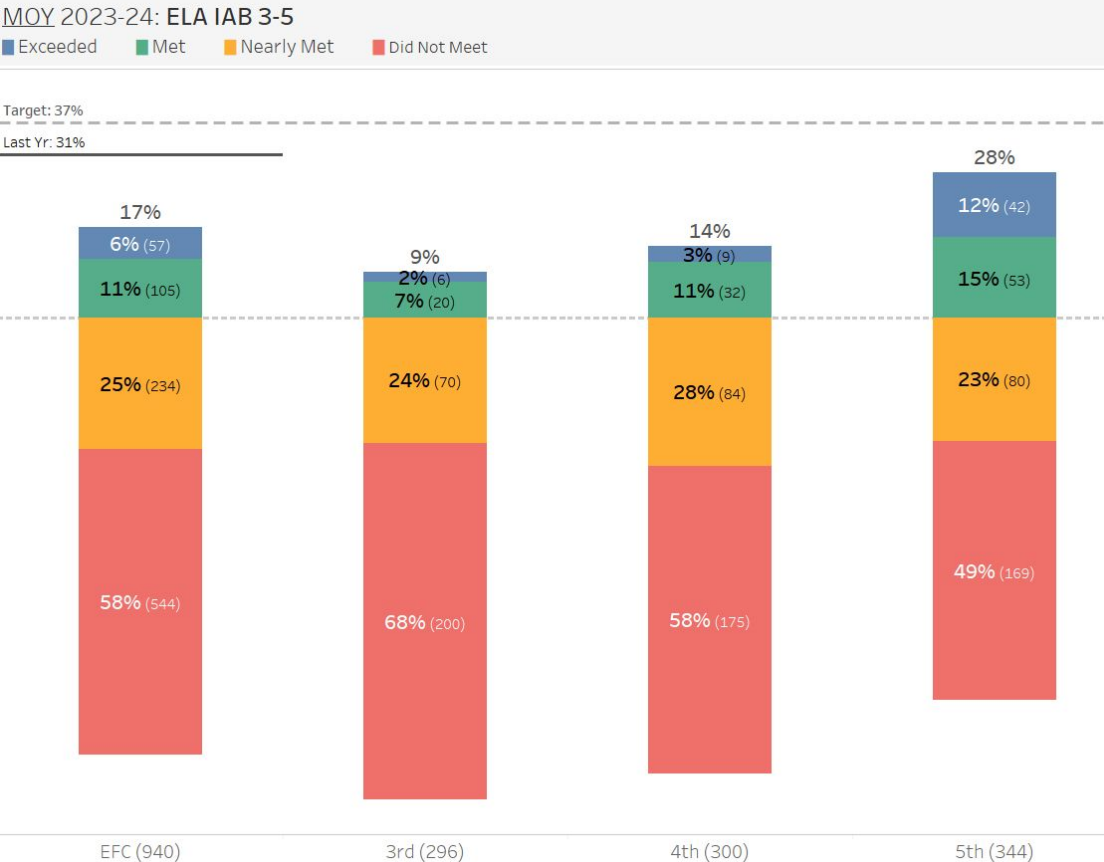
Target: 37%

Last Yr: 31%



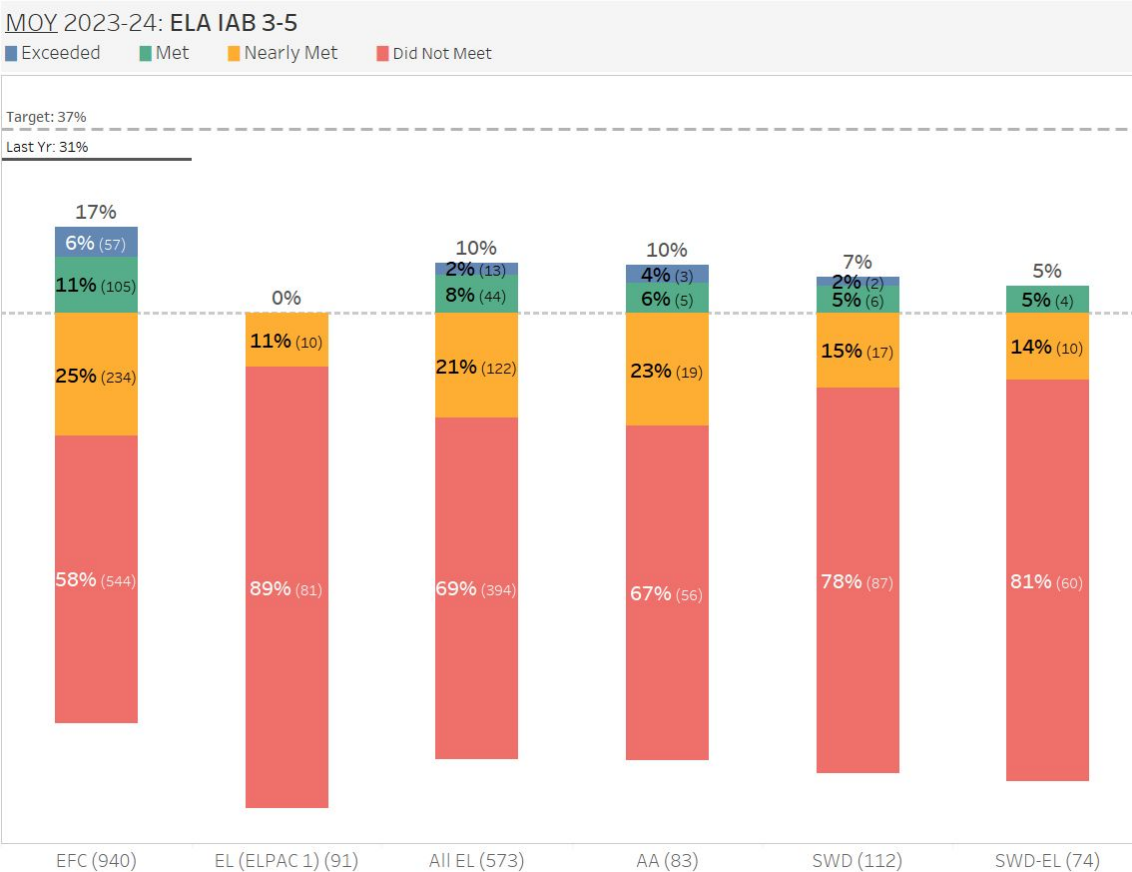
- At T1, we were at 5% proficiency overall
- All sites grew in proficiency from T1 to MOY
- All sites participated in the same internal assessment

# 3rd-5th ELA Interim Proficiency



- We continue to see the trend of 5th grade having higher performance. We believe this indicates that the longer students stay with us, the greater proficiency they achieve.

# 3rd-5th ELA Interim Proficiency



- We see similar proficiency across our subgroups except our ELPAC-1 ELs (ELs who scored the lowest proficiency) level on last year's ELPAC

6-8 LITERACY



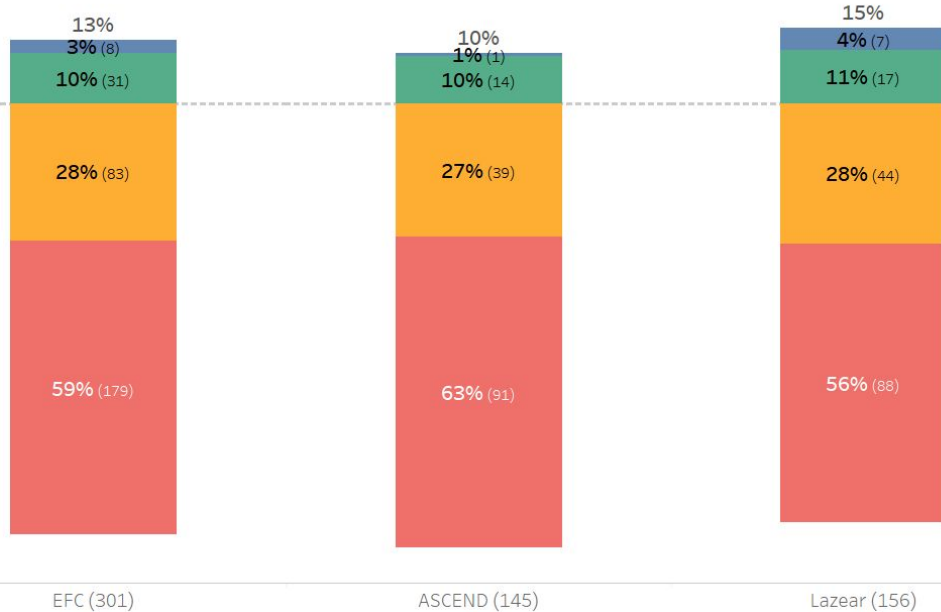
# 6th-8th ELA Interim Proficiency

MOY 2023-24: ELA IAB 6-8

Exceeded Met Nearly Met Did Not Meet

Last Yr: 49%

Target: 37%



- ASCEND and Lazear took the same internal assessment
- Both sites are below the target and last year's MOY proficiency
- Last year schools took the State Interim, which is was targeted to a specific genre. This years interim is comprehensive and more rigorous.

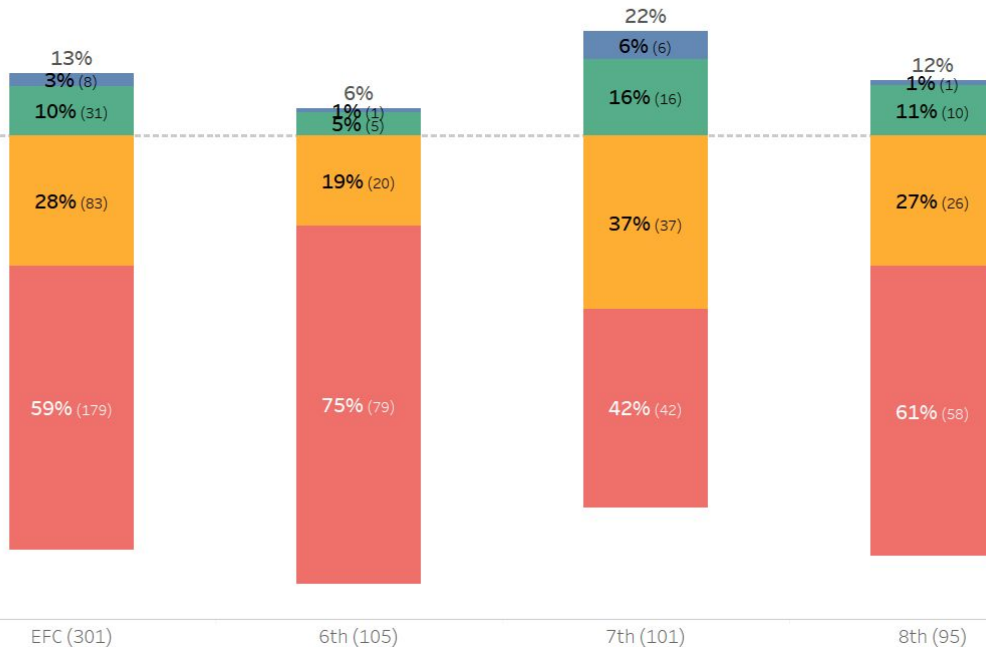
# 6th-8th ELA Interim Proficiency

MOY 2023-24: ELA IAB 6-8

Exceeded Met Nearly Met Did Not Meet

Last Yr: 49%

Target: 37%



- The scores are consistent across both middle school sites.
- At interim 1 we had one 6th grade class that our performed the other and brought the scores up. At MOY both classes struggled a bit more with the content.
- In 8th grade we added a problem in which students had to compare two text which increased the rigor and complexity of the task.

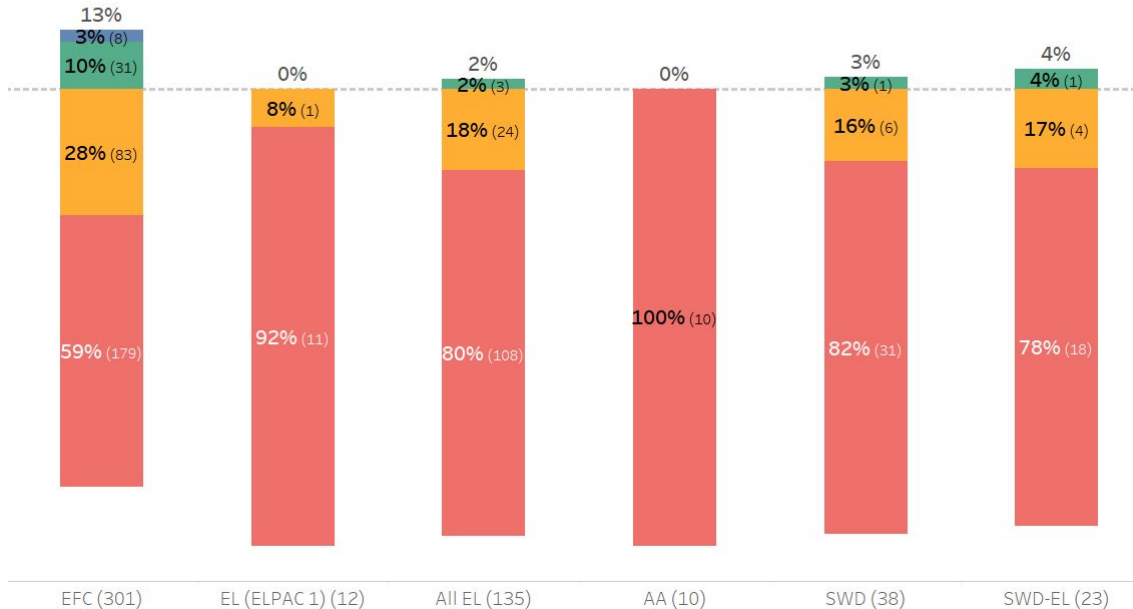
# 6th-8th ELA Interim Proficiency

MOY 2023-24: ELA IAB 6-8

Exceeded Met Nearly Met Did Not Meet

Last Yr: 49%

Target: 37%



- All significant subgroups performed below overall 6th-8th proficiency

# Next Steps

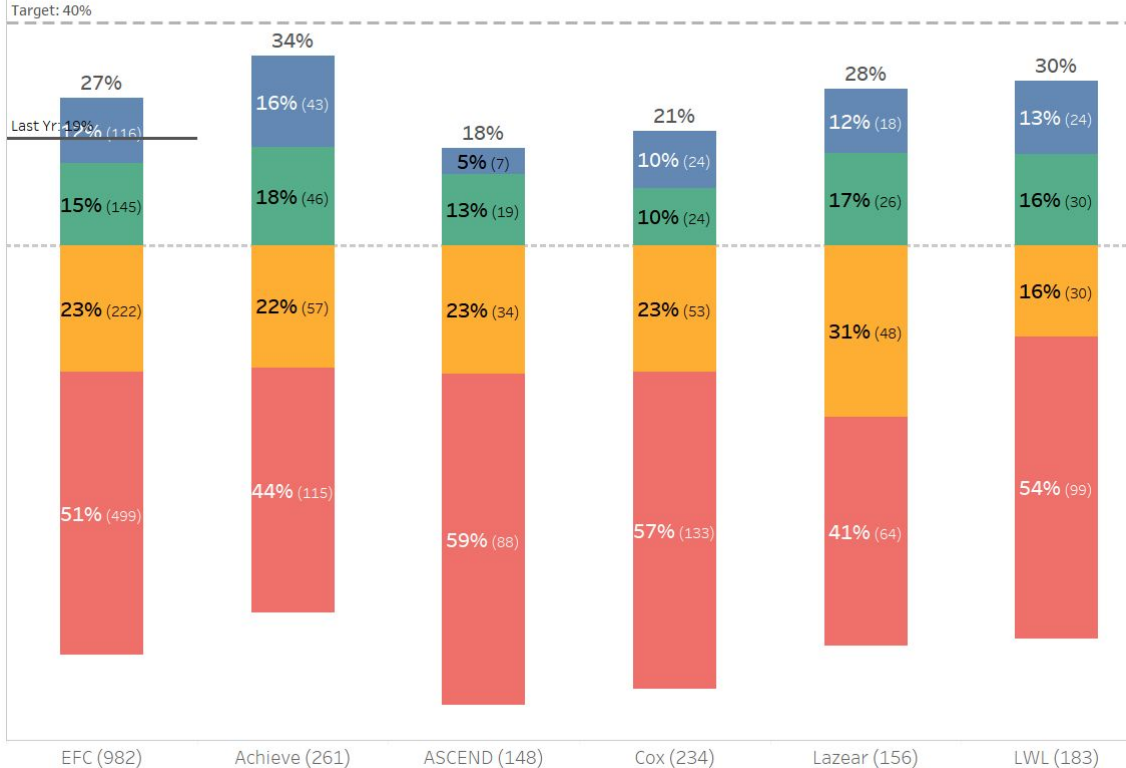
- Observing “model” classrooms that performed well on the test to identify best practices
- Planning with teachers to provide clear, concise in the moment feedback
- Coach supporting implementation of reteach plans
- Long Term- EFC is in the process of adopting an org wide English Language Arts curriculum. We believe implementing an aligned curriculum will increase our ability to ensure a rigorous, high quality instruction in all classrooms and increase scores over time.

# 3-5 Math

# 3rd-5th Math Interim Proficiency

MOY 2023-24: Math IAB 3-5

Exceeded Met Nearly Met Did Not Meet



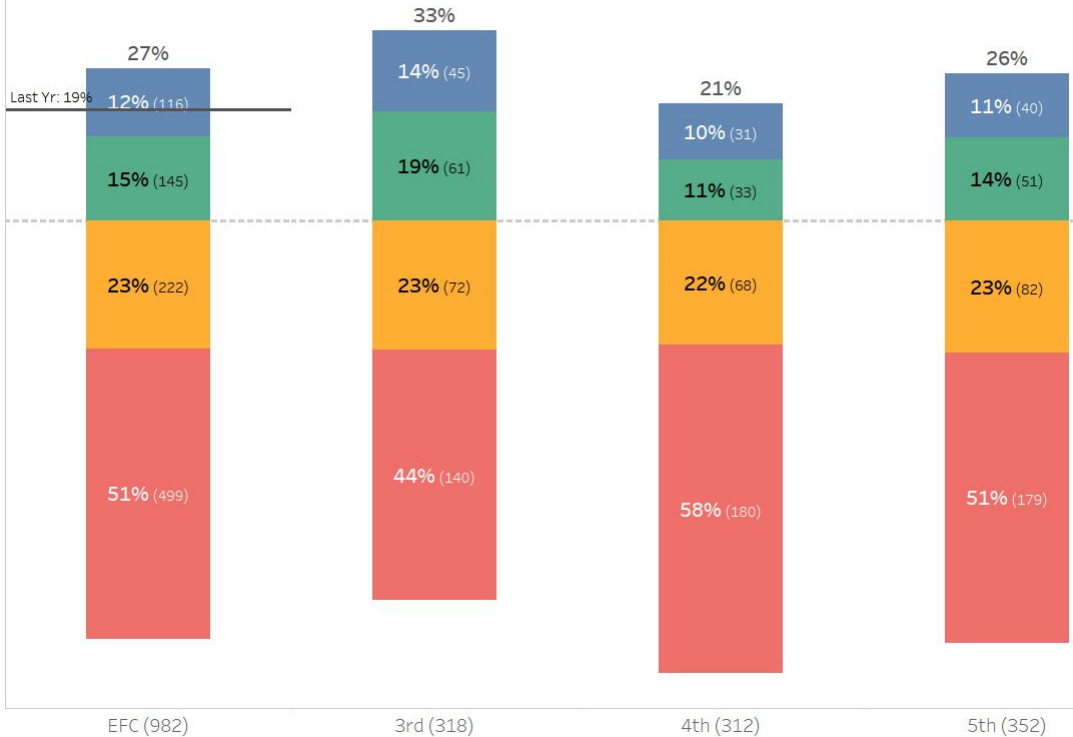
- All sites participated in internal interims, with some different standards tested at different sites
- Math took a different test than last year but the standards were similar

# 3rd-5th Math Interim Proficiency

MOY 2023-24: Math IAB 3-5

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 40%



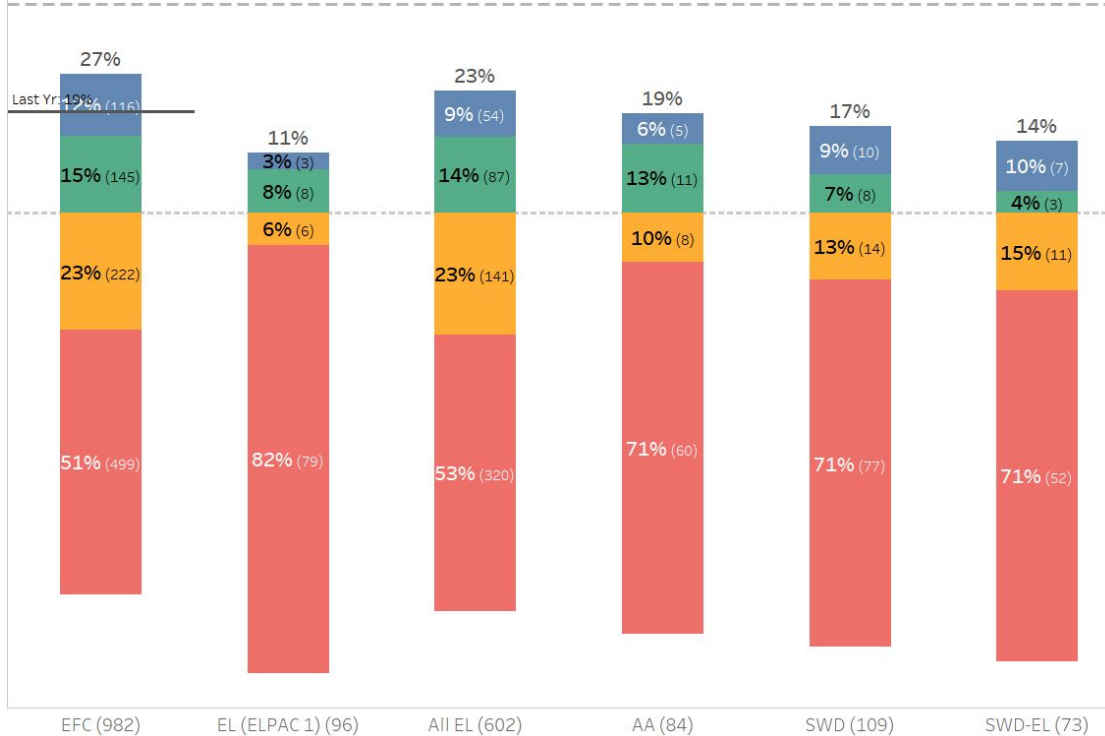
- All sites showed positive DFM compared to interim 2 last year
- All sites had positive DFM increase for EL students
- Fourth grade struggled across the org based on language on test questions. Teachers are shifting questions asked to address this.
- Current focus is on monitoring and giving students feedback

# 3rd-5th Math Interim Proficiency

MOY 2023-24: Math IAB 3-5

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 40%

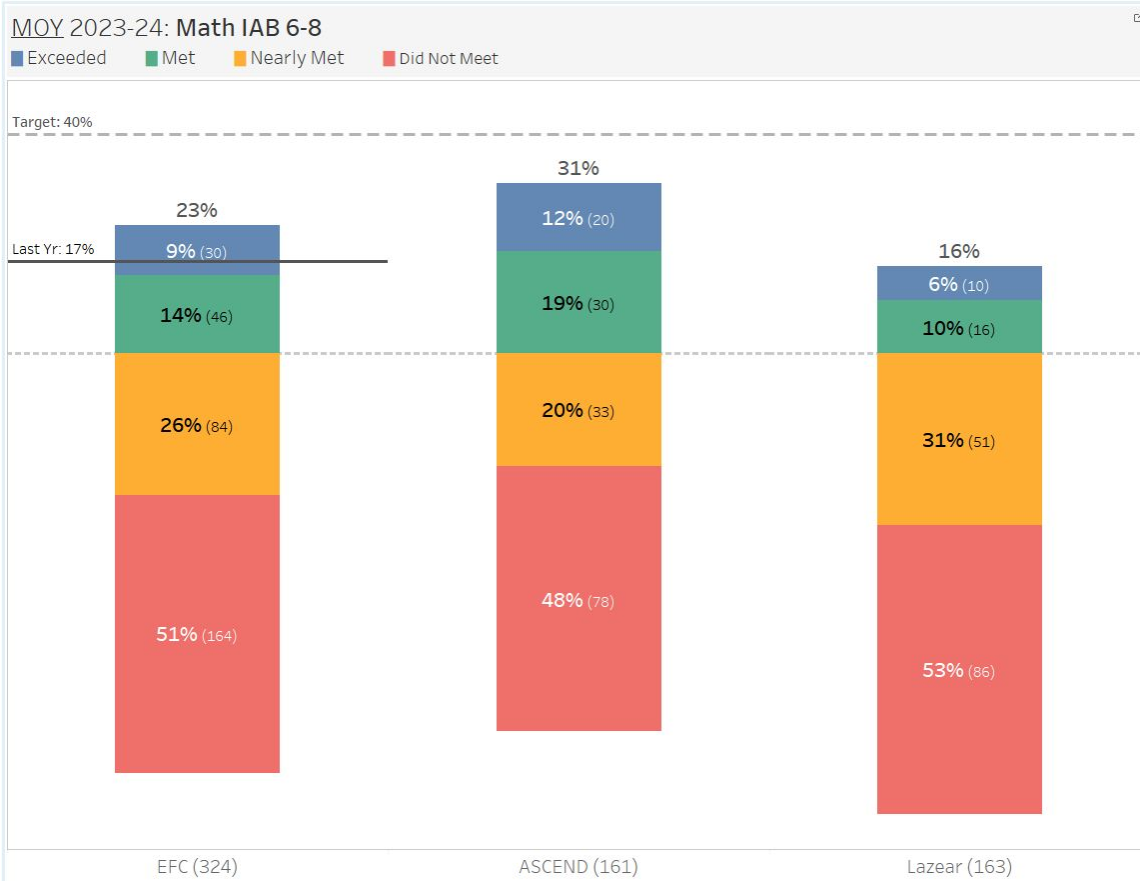


- We see some disparity between all of our subgroups and the general population, with All ELs achieving proficiency closest to the overall population and ELPAC-1 ELs furthest from this level



6-8 MATH

# 6th-8th Math Interim Proficiency

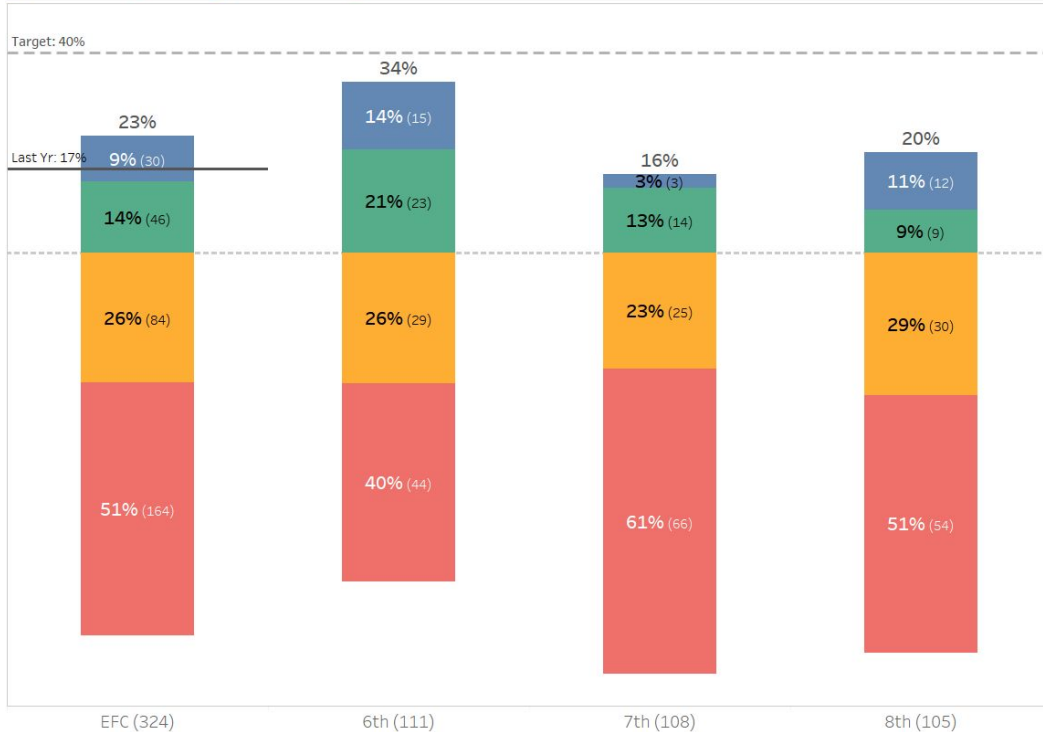


- All sites showed positive DFM compared to interim 2 last year and growth from Interim 1
- All sites had positive DFM increase for EL students
- Teachers are focused on utilizing the math block better and giving feedback to students during independent practice.

# 6th-8th Math Interim Proficiency

MOY 2023-24: Math IAB 6-8

Exceeded Met Nearly Met Did Not Meet

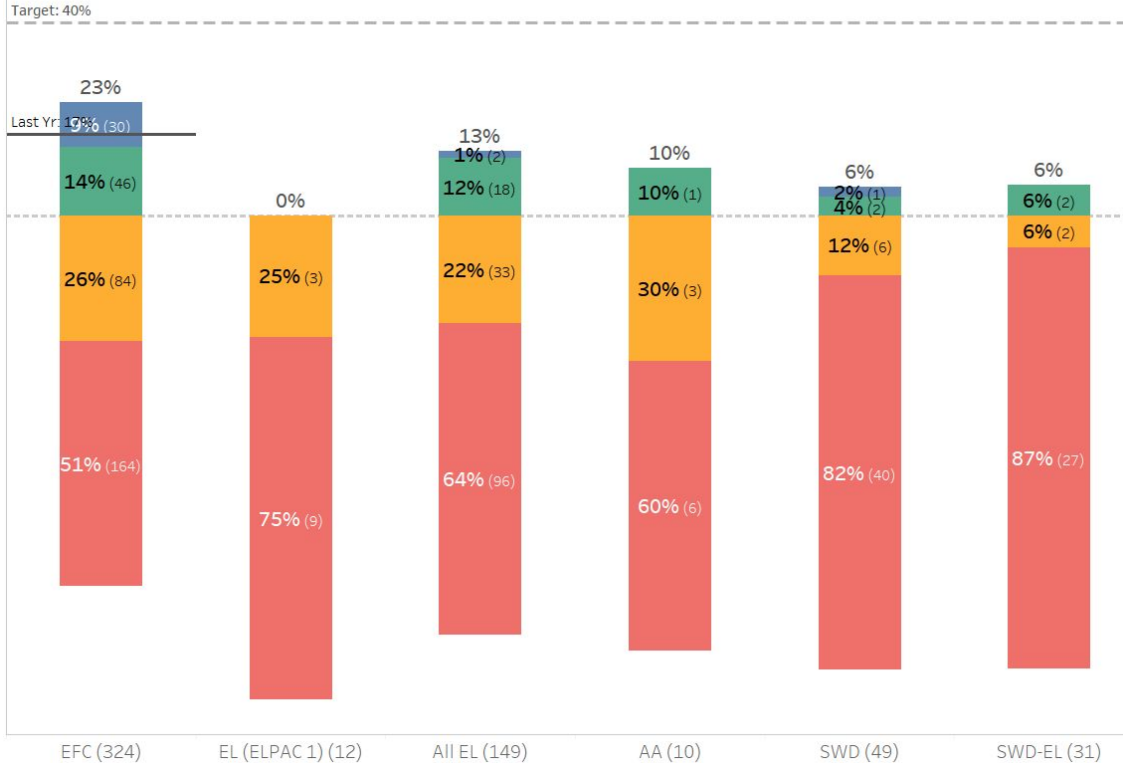


- Similar proficiency rates across 7th and 8th
- 6th nearly achieved 40% target

# 6th-8th Math Interim Proficiency

MOY 2023-24: Math IAB 6-8

Exceeded Met Nearly Met Did Not Meet



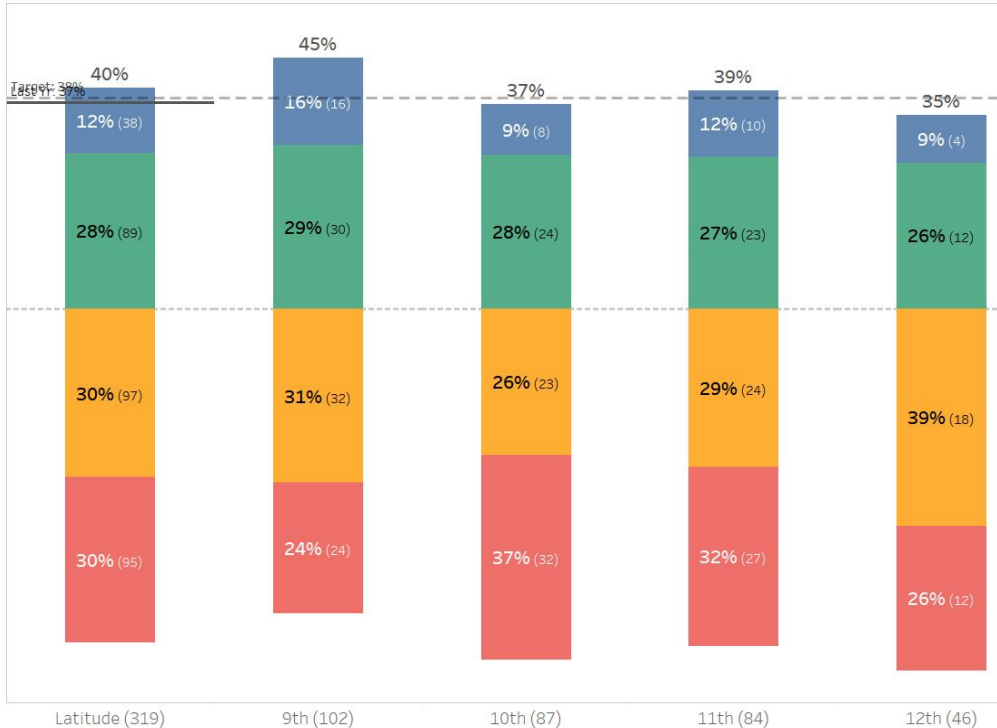
- All subgroups have lower proficiency than overall population, with ELPAC-1 ELs furthest behind

# Latitude Interims (NWEA MAP)

# Latitude NWEA MAP Reading Proficiency

MOY 2023-24: NWEA MAP ELA 9-12

Exceeded Met Nearly Met Did Not Meet

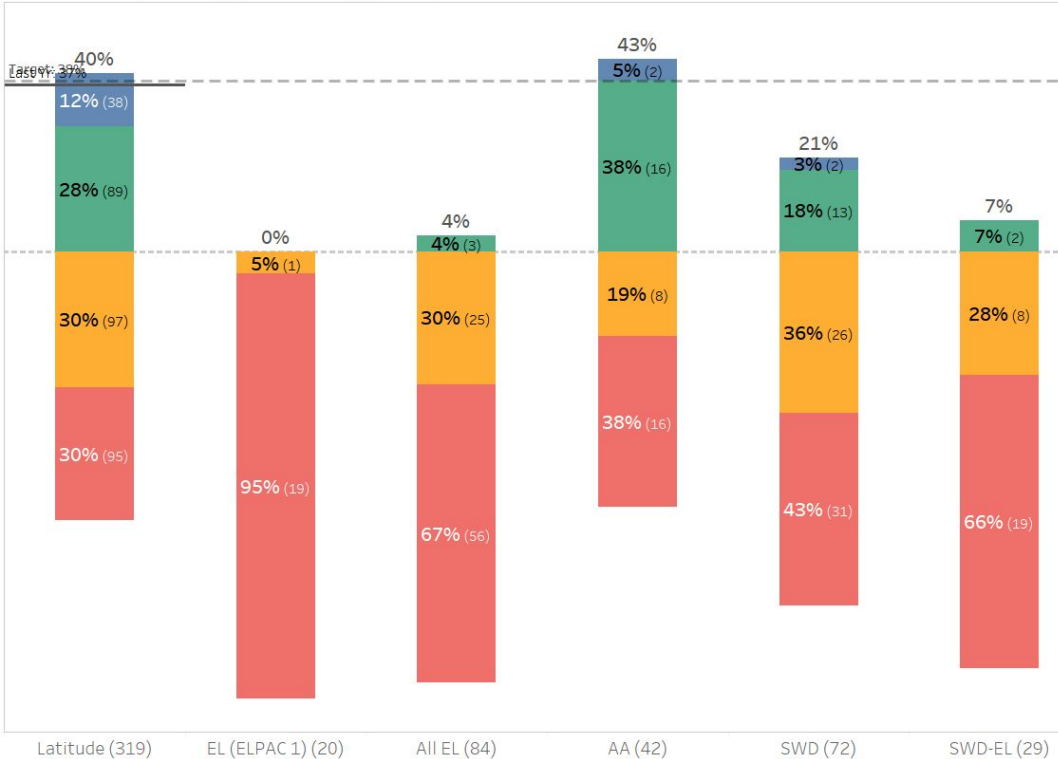


- To support ELA instruction 9th grade students spent more time on the reading plus online platform with incentives
- 9th grade classrooms used more small group learning structures
- 9th grade students get foundational interventions.(SIPPS)

# 11th NWEA MAP Reading Proficiency

MOY 2023-24: NWEA MAP ELA 9-12

Exceeded Met Nearly Met Did Not Meet

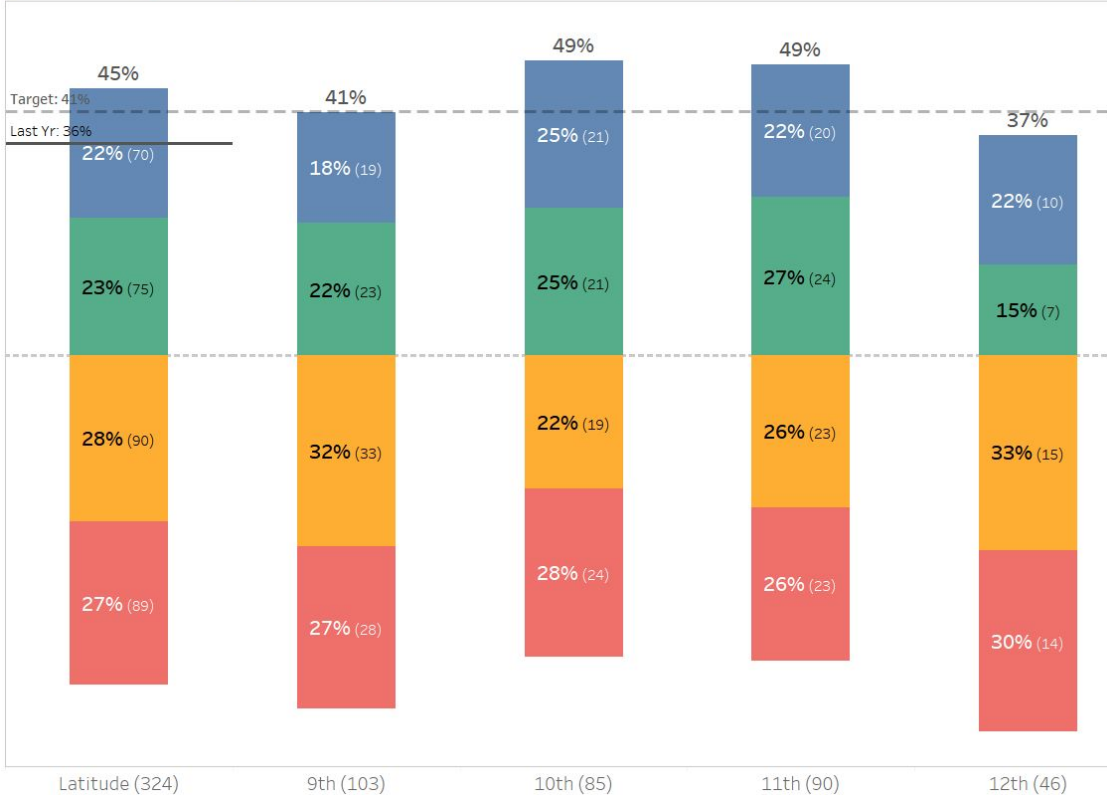


- Latitude have designated resources to the 18 New comer students at their school
- For LTELs they are providing integrated ELD.
- Long Term they are thinking about school wide structures to provide more designated supports for LTELs.

# 11th NWEA MAP Math Proficiency

MOY 2023-24: NWEA MAP Math 9-12

Exceeded Met Nearly Met Did Not Meet



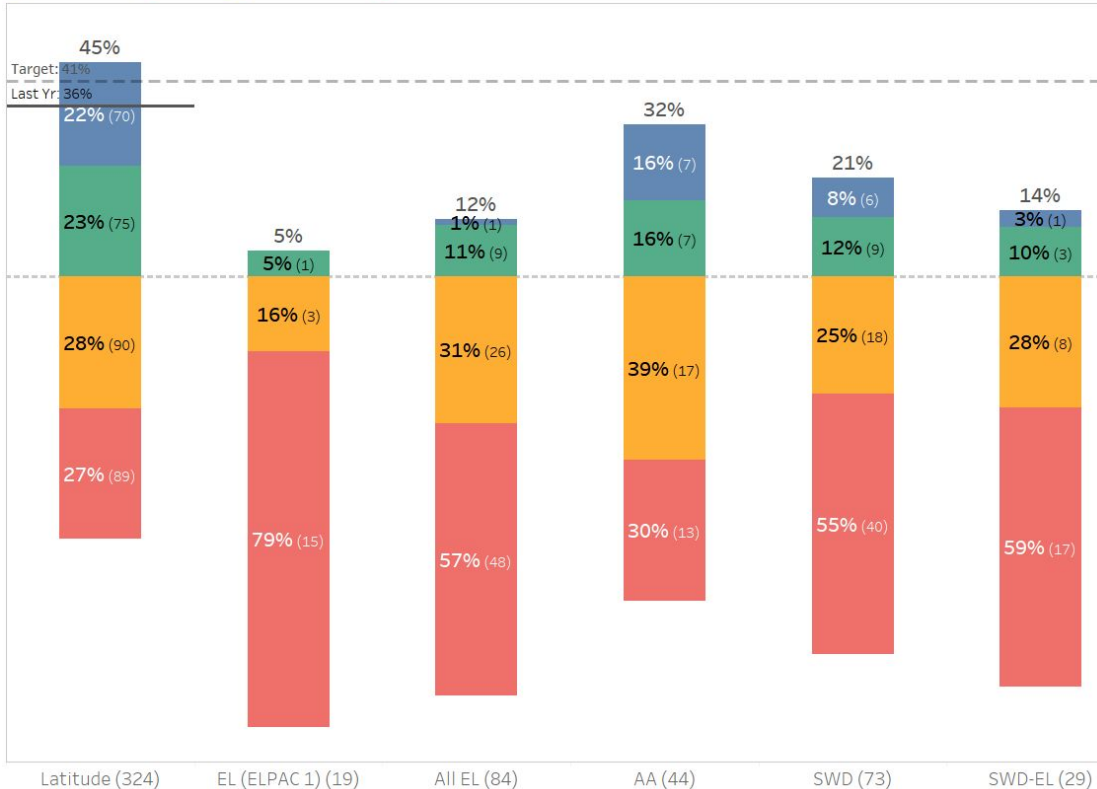
- Half of the math teachers are new at the site so they still see some inconsistency in math performance as they train and align across the math team.



# 11th NWEA MAP Math Proficiency

MOY 2023-24: NWEA MAP Math 9-12

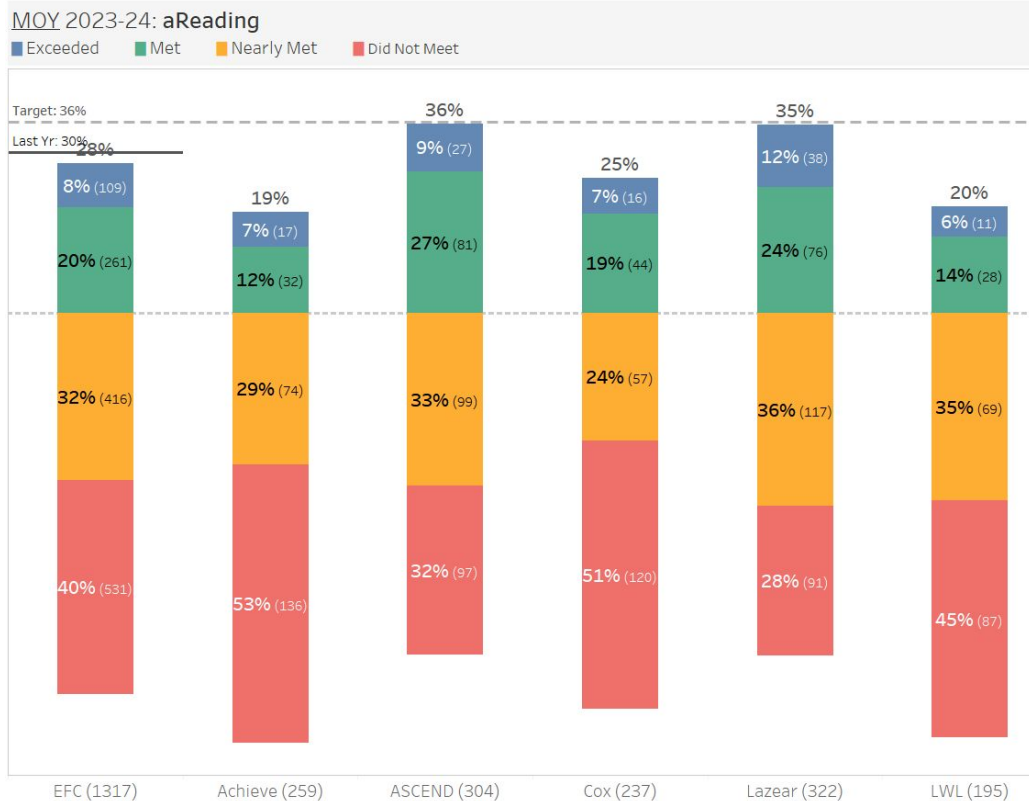
Exceeded Met Nearly Met Did Not Meet



- AA approaching target, but no significant subgroups reached target or overall proficiency

aReading

# aReading 3-8



- 3-5 targets: Concepts of Print, Phonological Awareness, Phonics, Vocabulary, and Comprehension
- 6th+ targets: Orthography, Morphology, Vocabulary, and Comprehension
- 28% of students achieved proficiency
- Small decline from 32% in BOY

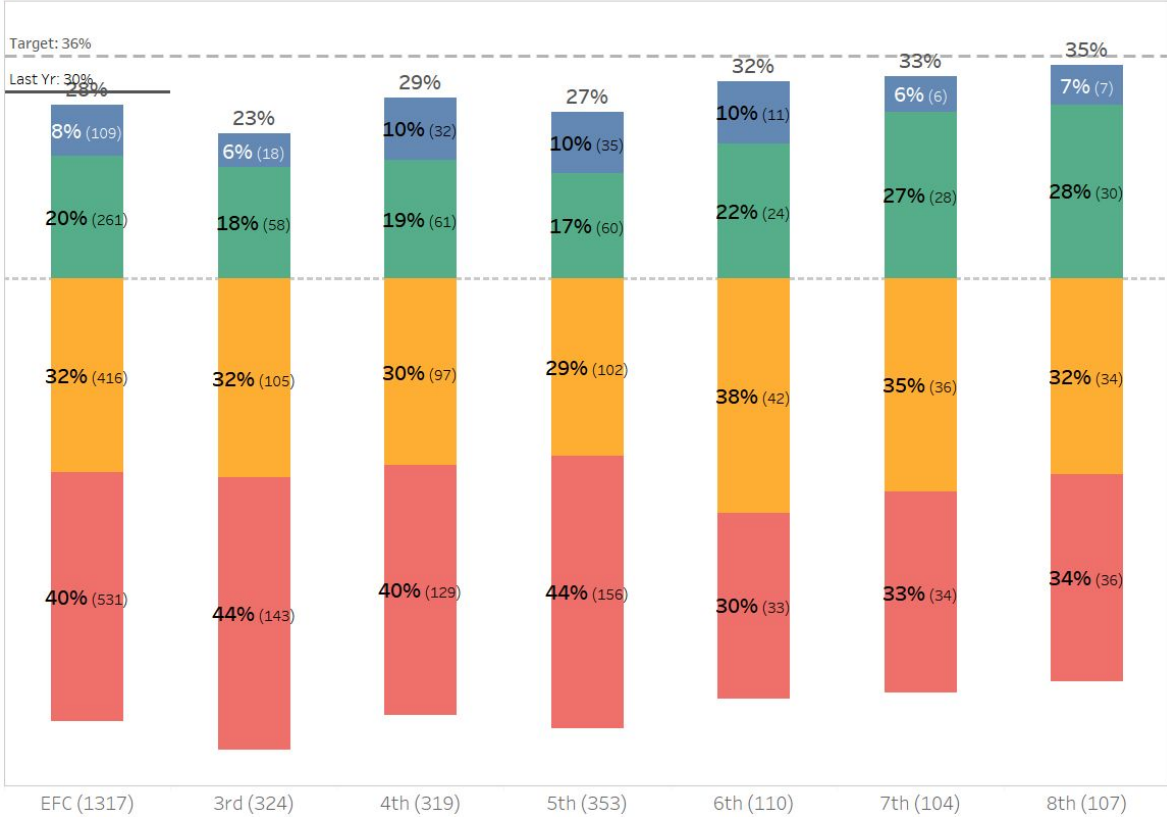
# aReading 3-8

MOY 2023-24: aReading

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 36%

Last Yr: 30%

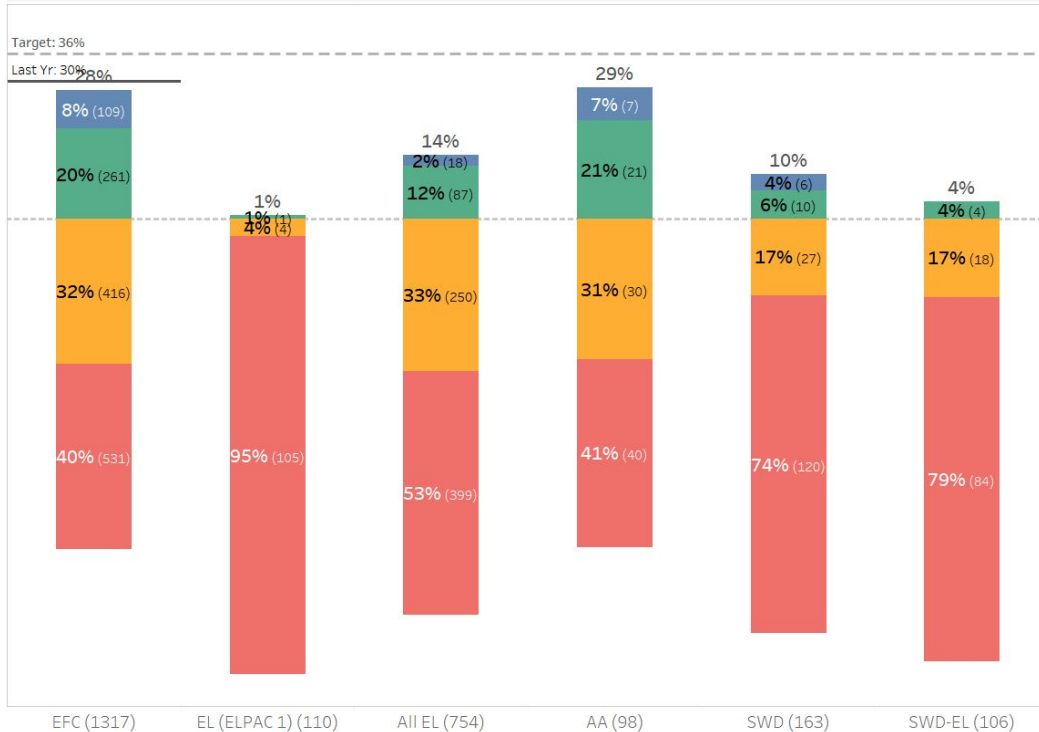


- Showing similar results to this time last year
- In 6-8, the scores across classes are similar, with slight increase across grade levels
- In 3-5, we see a range of proficiency scores across classes

# aReading 3-8

MOY 2023-24: aReading

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

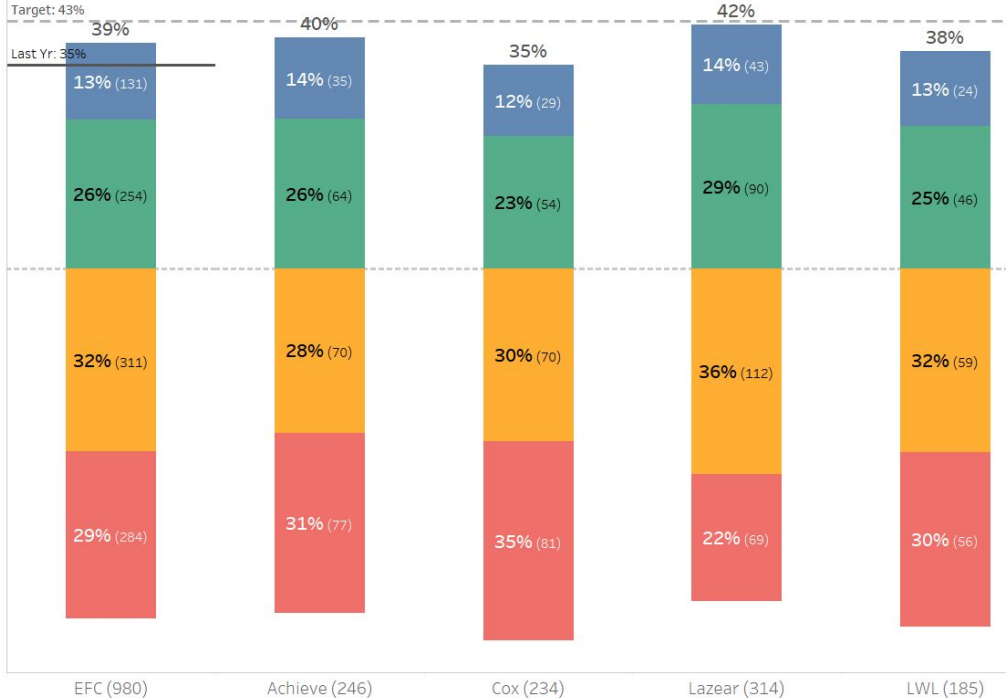


- No disparity between AA students and overall population
- Proficiency for our other subgroups is lower than overall

# aMath 3-8

## MOY 2023-24: aMath

Exceeded Met Nearly Met Did Not Meet

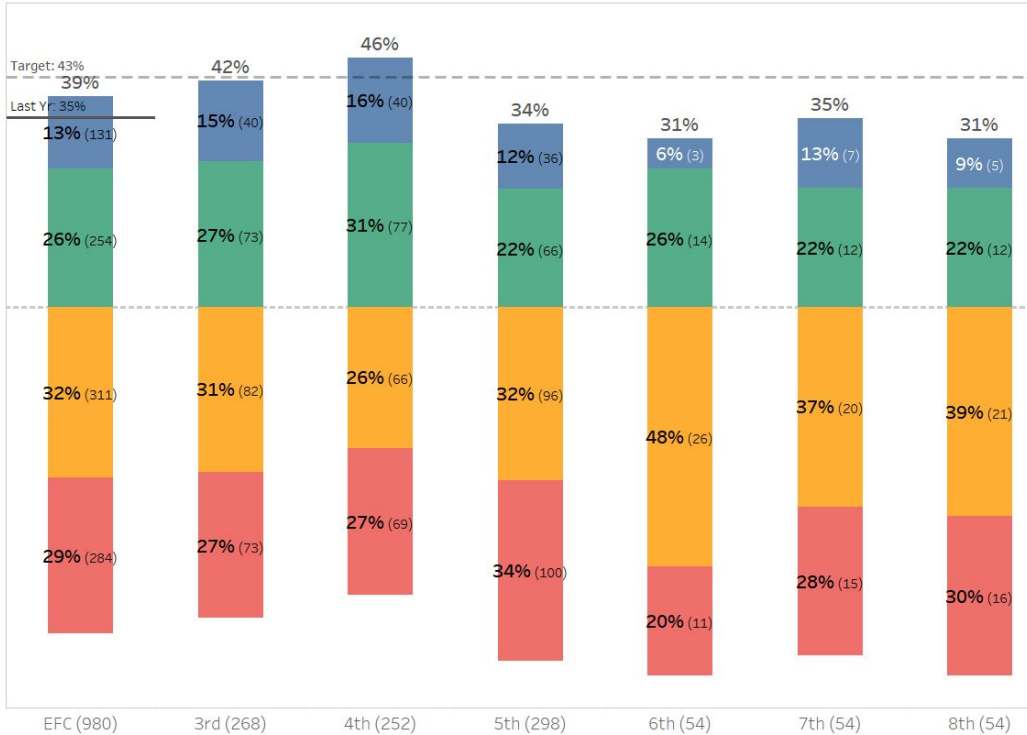


- Higher percent of students scoring proficient on aMath than interims
- Lazear within 1% pt. of target
- ASCEND took NWEA MAP

# aMath 3-8

MOY 2023-24: aMath

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

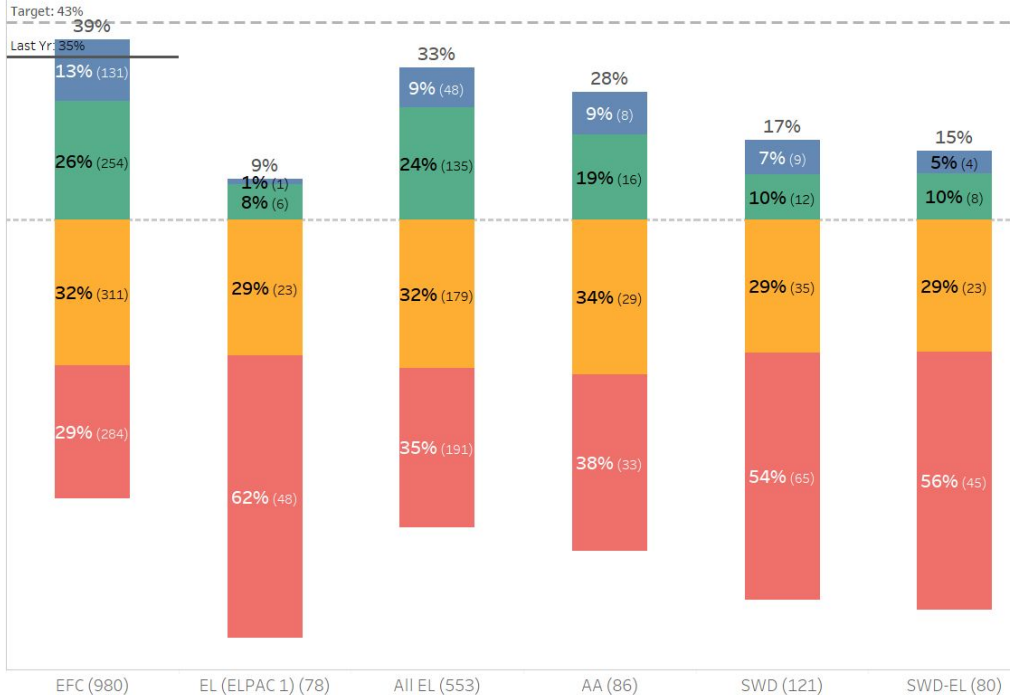


- For aMath, we are seeing the pattern that the lower grades generally perform higher, and proficiency decreases as we move up the grades

# aMath 3-8

MOY 2023-24: aMath

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet



- All subgroups underperforming the overall population
- Test requires number sense and understanding of procedural fluency



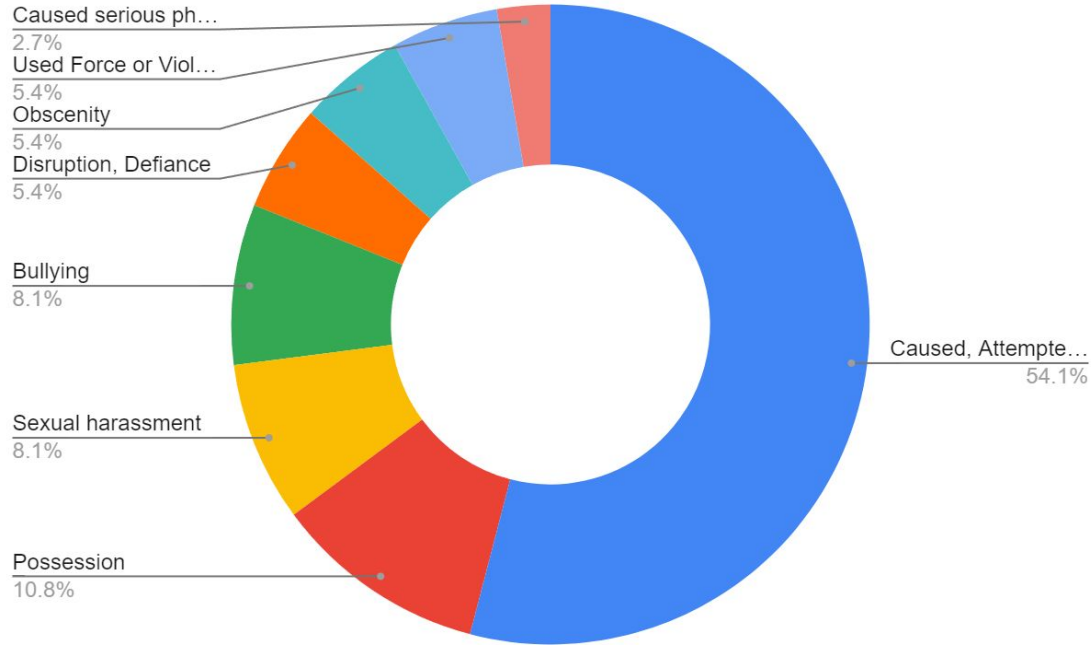
CULTURE

# Suspensions

	#	EOY Target	2024 Value	2023 Value
<b>EFC</b>	29	1.4%	1.0%	1.3%
<b>Achieve</b>	2	0.6%	0.3%	0.3%
<b>ASCEND</b>	3	0.9%	0.6%	1.4%
<b>Cox</b>	4	2.0%	0.8%	2.1%
<b>Latitude</b>	13	5.7%	3.6%	2.6%
<b>Lazear</b>	6	2.4%	1.2%	1.5%
<b>LWL</b>	1	0.5%	0.2%	0.0%

	#	EOY Target	2024	2023
EL	14	0.5%	0.9%	0.7%
AA	6	2.5%	2.4%	4.6%
SWD	7	2.5%	1.9%	5.2%
TK-2nd	0	0.5%	0.0%	0.1%
3rd-5th	8	1.2%	0.8%	1.7%
6th-8th	8	2.7%	2.3%	2.4%
9th-12th	13	5.7%	3.6%	2.6%

# Suspensions



Causing/attempting/threatening physical harm is responsible for over half of suspensions

# Appendix: KPIs

# 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 (MOY)	23-24 (Target)
<b>Overall</b>	57.2%	48.9%	70%
<b>K-2</b>	57.2%	48.9%	70%
<b>AA</b>	62.4%	51.9%	70%
<b>EL</b>	53.9%	43.7%	70%
<b>SWD</b>	38.2%	29.7%	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 Interims, 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 22-23.

	22-23 (EOY)	23-24 (MOY)	23-24 (Target)
<b>Overall</b>	31.5%	16.7%	36.5%
<b>3-5</b>	26.4%	16.2%	31.4%
<b>6-8</b>	45.5%	12.2%	50.5%
<b>11*</b>	43.4%	37.2%	48.4%
<b>AA</b>	26.2%	9.9%	31.2%
<b>EL</b>	21.2%	7.8%	26.2%
<b>SWD</b>	9.0%	7.4%	14.0%

# 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 Interims, 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 22-23.

	22-23 (EOY)	23-24 (MOY)	23-24 (Target)
<b>Overall</b>	-44.1	-99.1	-29.1
<b>3-5</b>	-55.3	-105.4	-40.3
<b>6-8</b>	-13.9	-101	1.1
<b>11*</b>	-11.3	-26.2	3.7
<b>AA</b>	-56.8	-138.5	-41.8
<b>EL</b>	-69.6	-132.2	-54.6
<b>SWD</b>	-92.9	-139.7	-77.9

# 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 Interims, 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 22-23.

	22-23 (EOY)	23-24 (MOY)	23-24 (Target)
<b>Overall</b>	24.6%	26.6%	29.6%
<b>3-5</b>	26.8%	25.8%	31.8%
<b>6-8</b>	17.4%	22.6%	22.4%
<b>11*</b>	24.1%	48.5%	29.1%
<b>AA</b>	13.5%	18.9%	18.5%
<b>EL</b>	20.7%	20.3%	25.7%
<b>SWD</b>	9.6%	15.6%	14.6%



# 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 Interims, 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 22-23.

	22-23 (EOY)	23-24 (MOY)	23-24 (Target)
<b>Overall</b>	-65.5	-73.2	-45.5
<b>3-5</b>	-57.2	-75.1	-37.2
<b>6-8</b>	-89.8	-87	-69.8
<b>11*</b>	-80	-5.5	-60
<b>AA</b>	-93.6	-111.5	-73.6
<b>EL</b>	-78	-91.1	-58
<b>SWD</b>	-125.6	-122	-105.6

# 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

	22-23 (EOY)	23-24 (BOY)	23-24 (Target)
<b>Overall</b>	54.4%	59.6%	61%
<b>3-5</b>	50.4%	65.0%	59%
<b>6-8</b>	64.1%	51.3%	64%
<b>9-12</b>	57.8%	51.7%	70%

# 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 (MOY)	23-24 (Target)
<b>Overall</b>	1.7%	1.0%	1.4%
<b>TK-2</b>	0.2%	0.0%	0.5%
<b>3-5</b>	2.2%	0.8%	1.2%
<b>6-8</b>	2.4%	2.3%	2.7%
<b>9-12</b>	4.2%	3.6%	5.7%
<b>AA</b>	6.4%	2.4%	2.5%
<b>EL</b>	1.0%	0.9%	0.5%
<b>SWD</b>	6.4%	1.9%	2.5%