



Education *for* Change

Public Schools

**EOY Student Outcomes
Student Outcomes Committee**

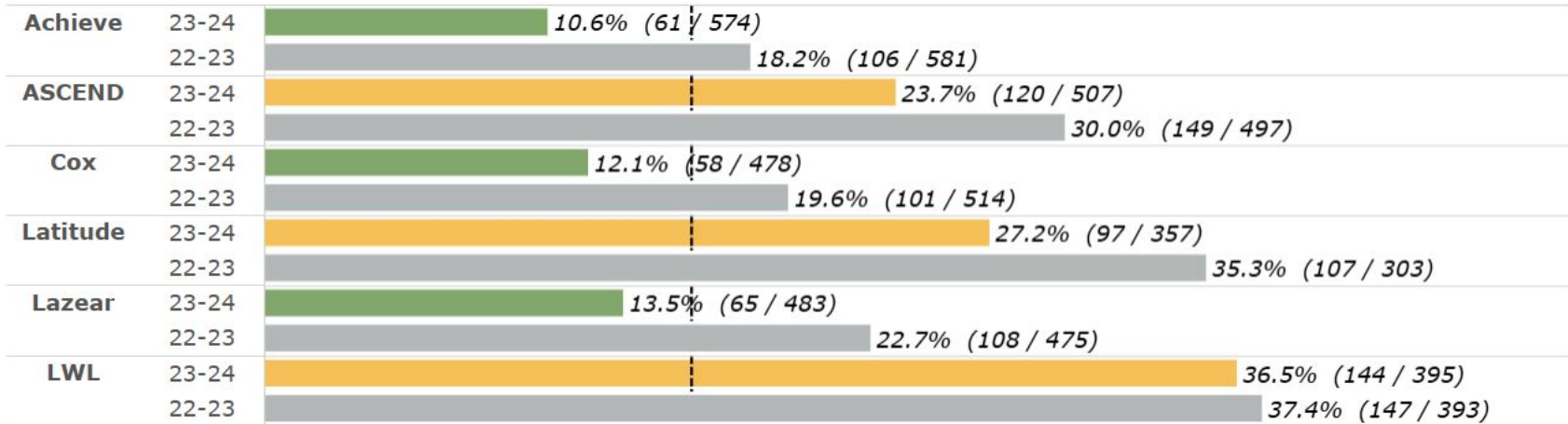
June 17, 2024

Data to Review

- Chronic Absence
- Literacy
 - FastBridge early Reading (K-2)
 - FastBridge aReading (3-8)
- Math
 - MAP
 - AMath
- Suspension
- Sense of Belonging (SCAI Survey)

CHRONIC ABSENCE

Overall What % of students are chronically absent overall?



- Consistent, accelerated reductions in chronic absence at 5 of 6 schools
- Draft “minimum specifications” built out for EFC leaders and attendance teams based on attendance intervention work at 3 of 6 schools that exceeded our KPI target
- All schools staffed for dedicated Attendance Lead (and separate Enrollment Lead for SY24-25)

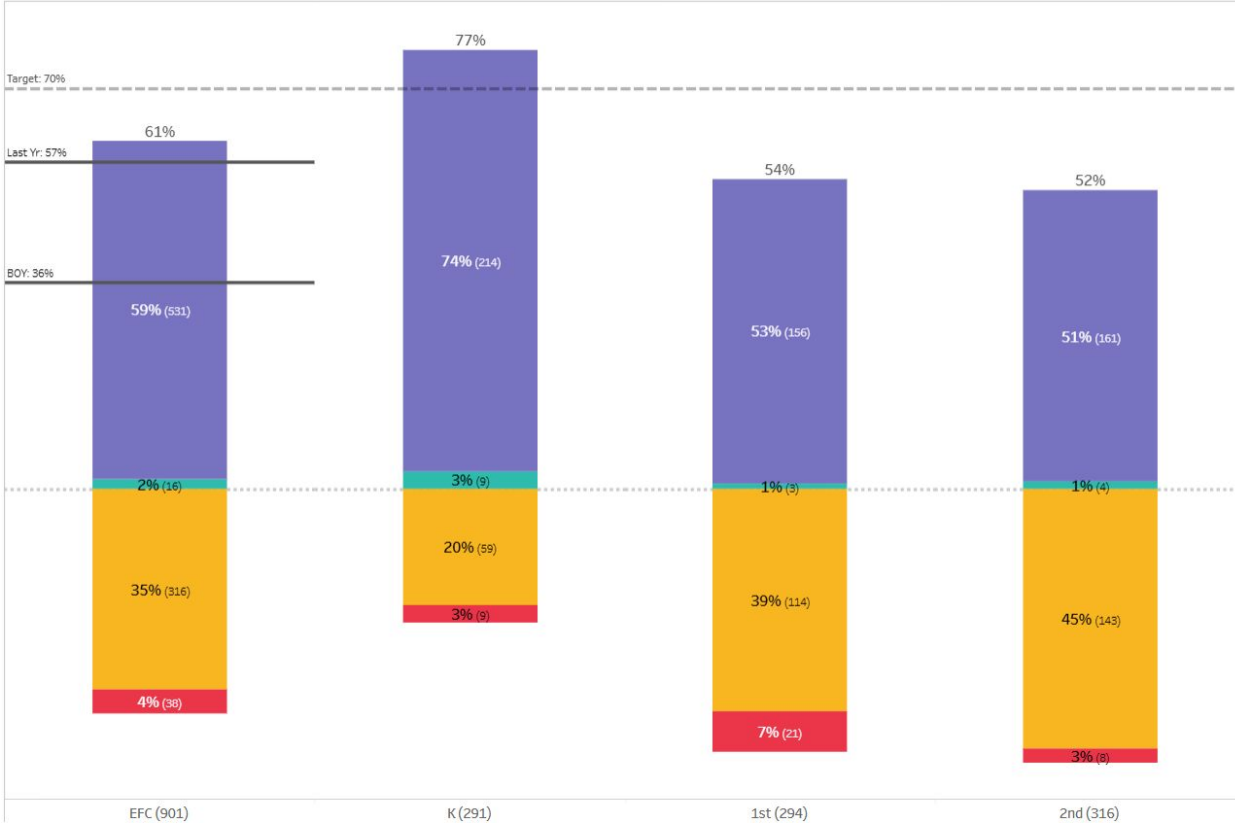
K-2nd LITERACY

K-2nd Fastbridge Progress Monitoring

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

Compared to *This Year EOY* and *Last Year EOY* (All Students)

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



This year we set an ambitious target of 70% proficient but we did not meet our target.

We did slightly exceed the target from the previous year.

We see a pattern of our biggest disparity beginning in 1st grade with the most spelling patterns to master and students not being able to recover/ accelerate in the 2nd grade

For the upcoming school year we are still working on intervening at 1st grade.

- HO team reworking the first grade phonics materials for teachers
- Leveraging EOY data for SIPPS placement tests

K-2nd Fastbridge Progress Monitoring

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

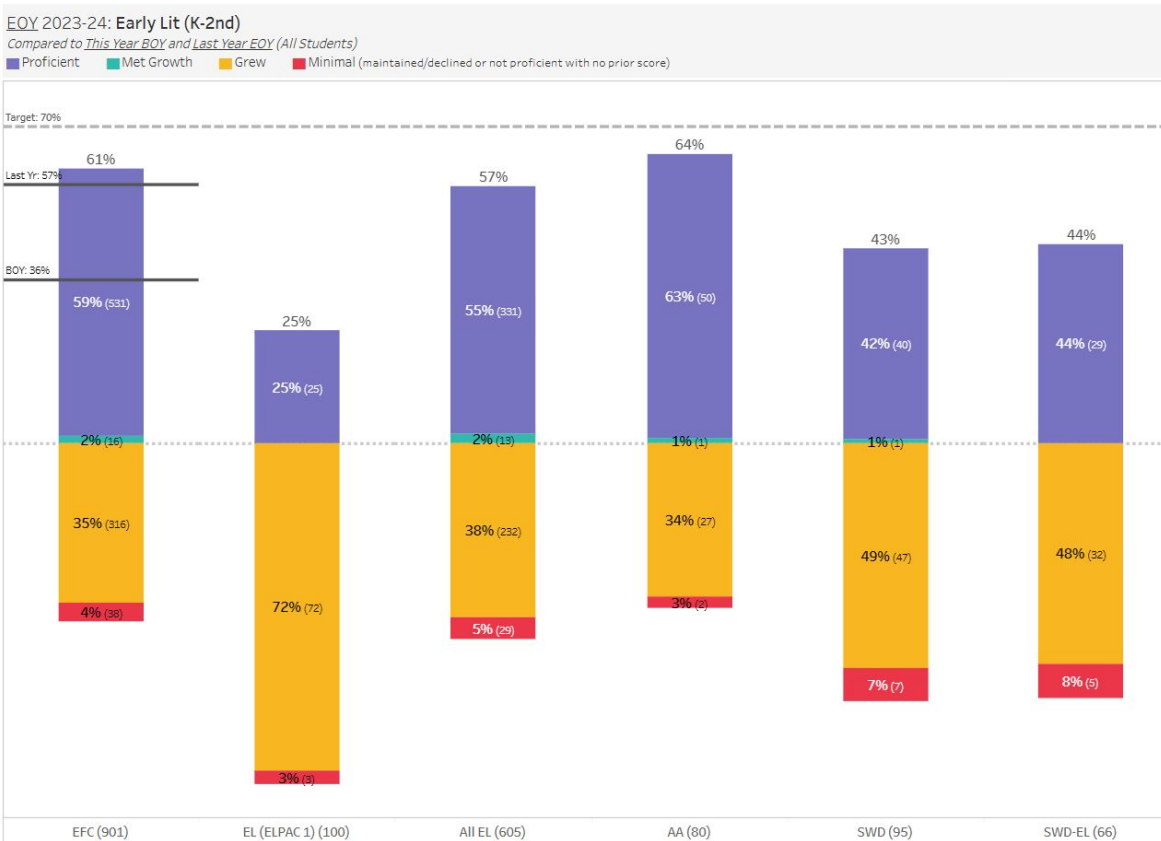
Compared to *This Year EOY* and *Last Year EOY* (All Students)

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



As students gained proficiency classes moved towards whole group phonics and shifted increased individualized supports to the students with the most needs. As a result we see less than 7% of students with minimal growth at the end of the year.

K-2nd Fastbridge Progress Monitoring



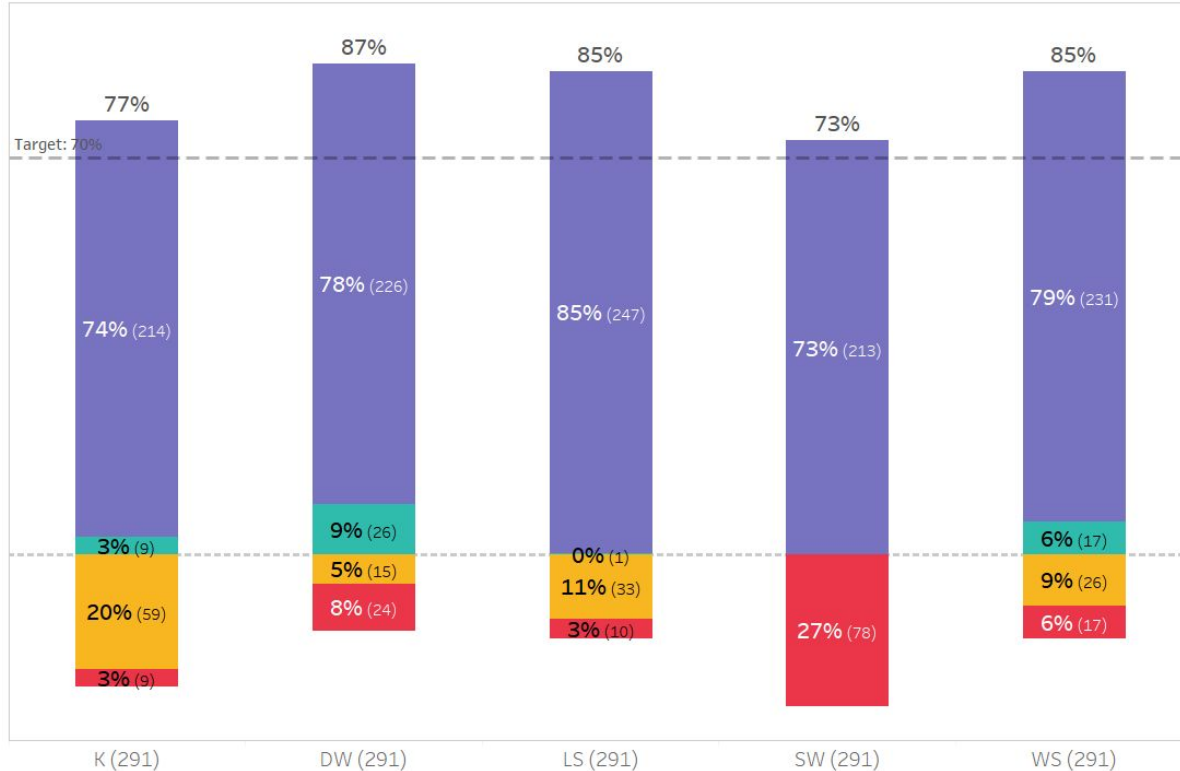
- From T1 to EOY AA students moved from 14% to 64% proficient
- Little/no disparity between AA students, All ELs and All EFC
- From T1 to EOY EL1 students moved from 42% to 3% in minimal growth to
- From T1 to EOY AA students moved from 37% to 3% in minimal growth
- From T1 to EOY SWD moved from 53% to 7% in minimal growth
- From T1 to EOY AA students moved from 14% to 64% proficient

Kinder Fastbridge Progress Monitoring

EOY 2023-24: Early Lit (K-2nd), Early Lit: LN, Early Lit: LS and 6 more

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

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



DW = Decodable Words

LS = Letter Sounds

SW = Sight Words

WS = Word Segmenting

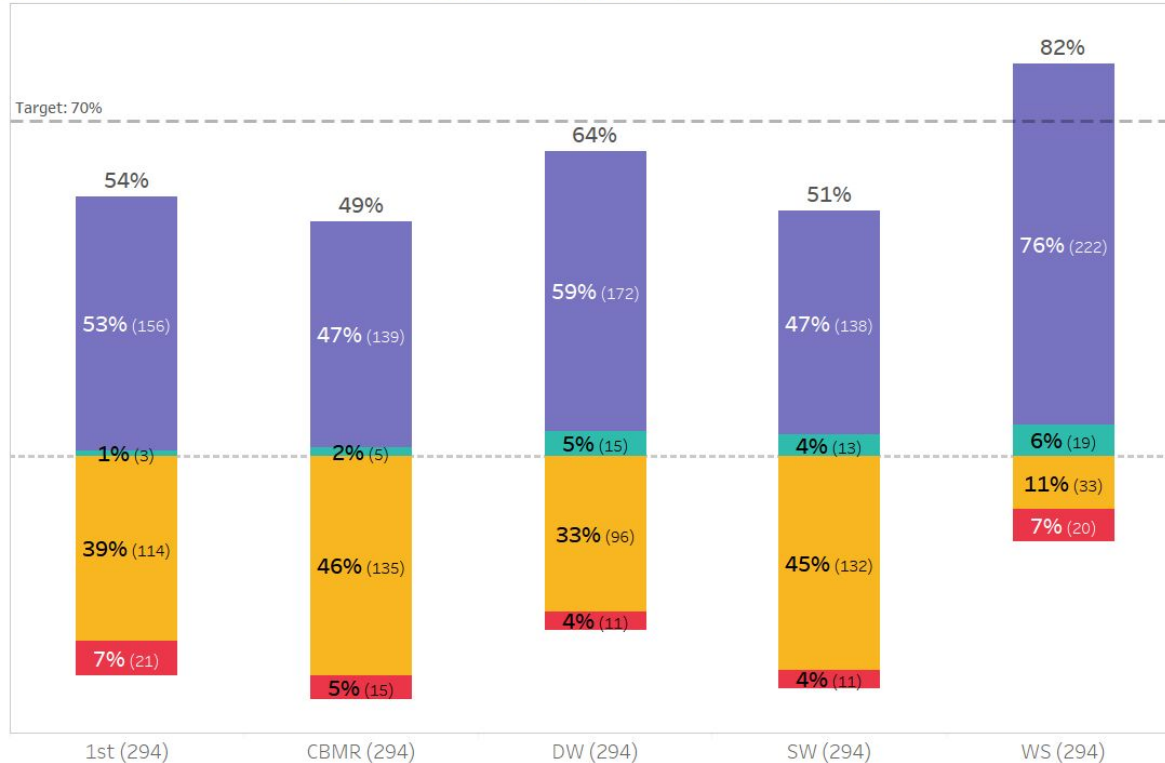
- Kinder students exceeded the target in all subtests

1st Grade Fastbridge Progress Monitoring

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

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

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



CBMR = Fluency

DW = Decodable Words

SW = Sight Words

WS = Word Segmenting

- From T1 to EOY first grade moved from 0% of students scoring proficient to 49% at EOY.

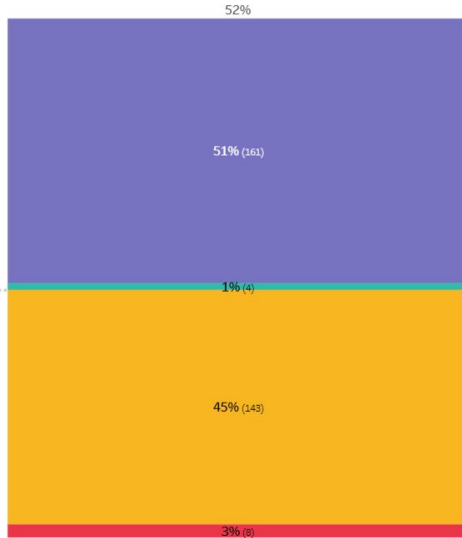
2nd Grade Fastbridge Progress Monitoring

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

Compared to *This Year EOY* and *Last Year EOY* (All Students)

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

Target: 70%



2nd (316)

Fluency

For second grade although we did not meet our target we did see growth in proficiency.

aReading

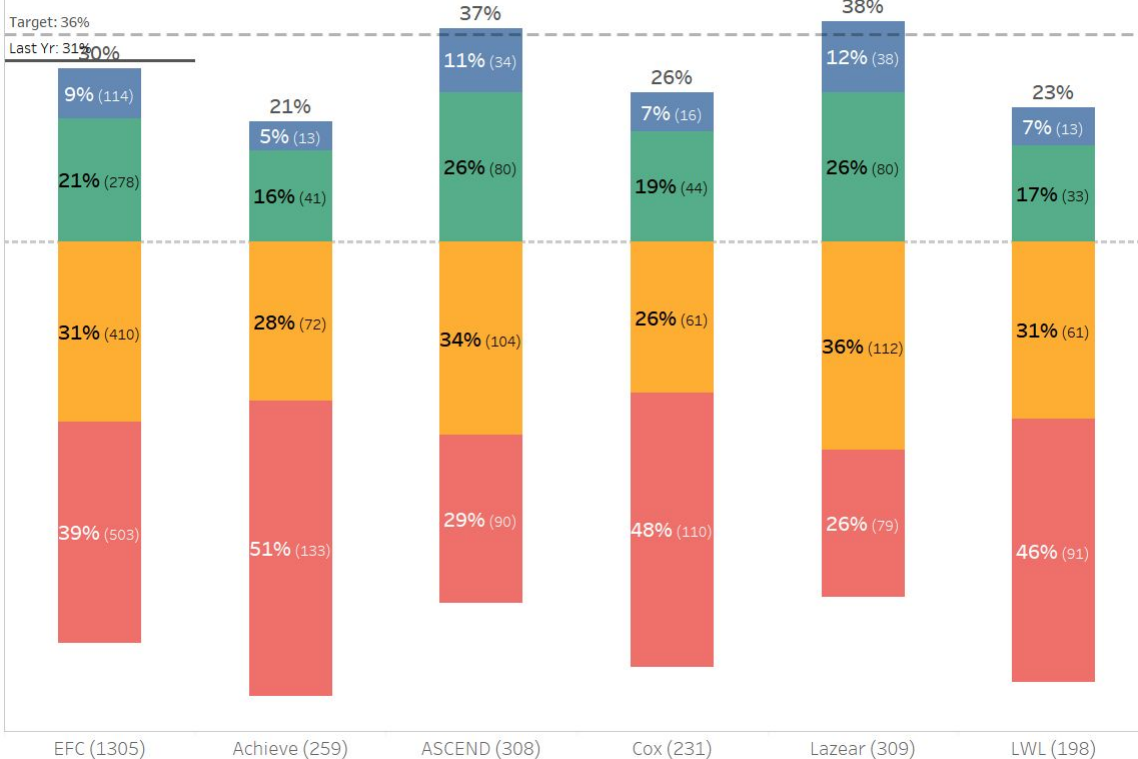
aReading 3rd-8th

EOY 2023-24: aReading

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

Target: 36%

Last Yr: 31%

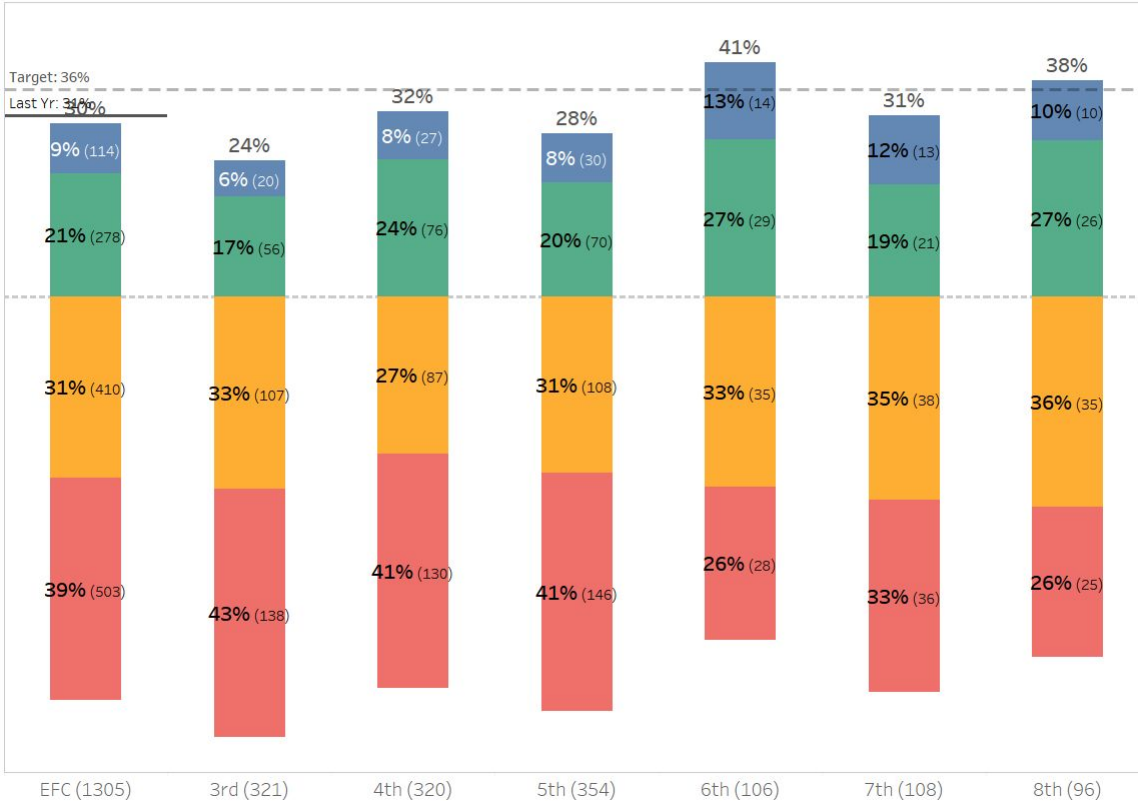


- For aReading we did not meet our EOY target and was 1% point below our target from the previous year.
- Ascend and Lazear did meet our EOY target
- Overall the the percent of students in each proficiency category were stagnant from BOY to EOY
- We suspect that we see minimal growth for EOY aReading because schools prioritize and emphasize performance on the SBAC which is taken at the same time in the Spring.

aReading 3rd-8th

EOY 2023-24: aReading

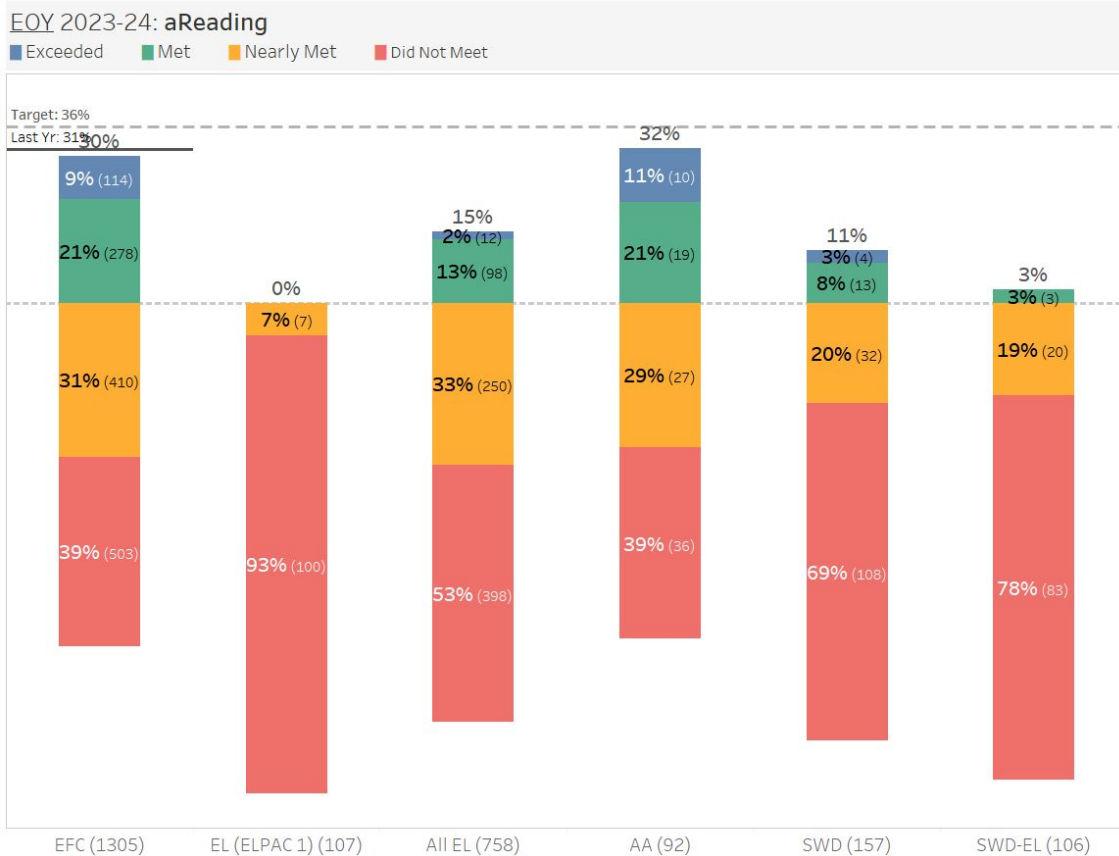
Exceeded Met Nearly Met Did Not Meet



Next year part of our Tier 1 instruction will include a more explicit focus on language features- vocabulary and sentence structures.

We believe this Tier 1 focus combined with Tier 2 interventions could support acceleration.

aReading 3rd-8th



- We see disparity for all subgroups except AA
- Percent of students in each proficiency group for subgroups are also stagnant from BOY to EOY




aMath

aMath

You eat 11 grams of cereal each day. If you eat the same amount of cereal each day, how many grams of cereal will you eat in 5 days?




Keypad

1	2	3
4	5	6
7	8	9
0	.	<
-		




aMath

How many more students like red than blue?

blue red yellow




 = 1 student

A. 1 student

B. 2 students

C. 3 students

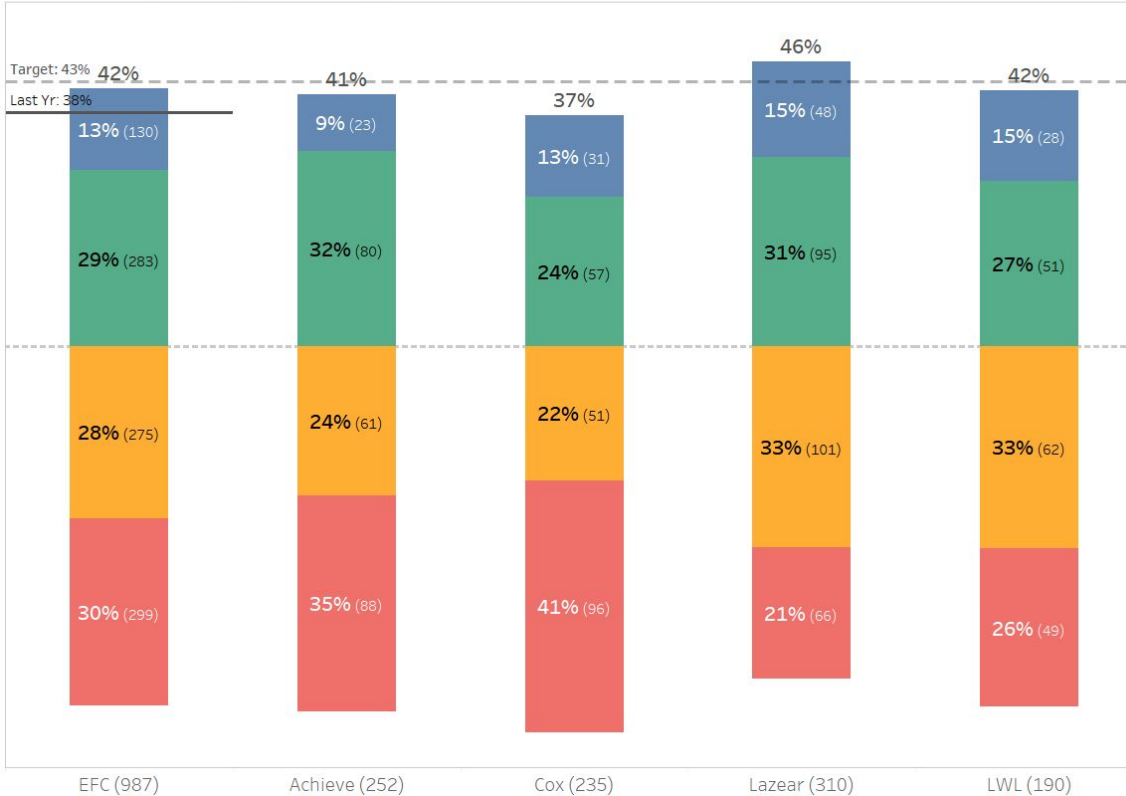
D. 4 students



aMath 3rd-8th

EOY 2023-24: aMath

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

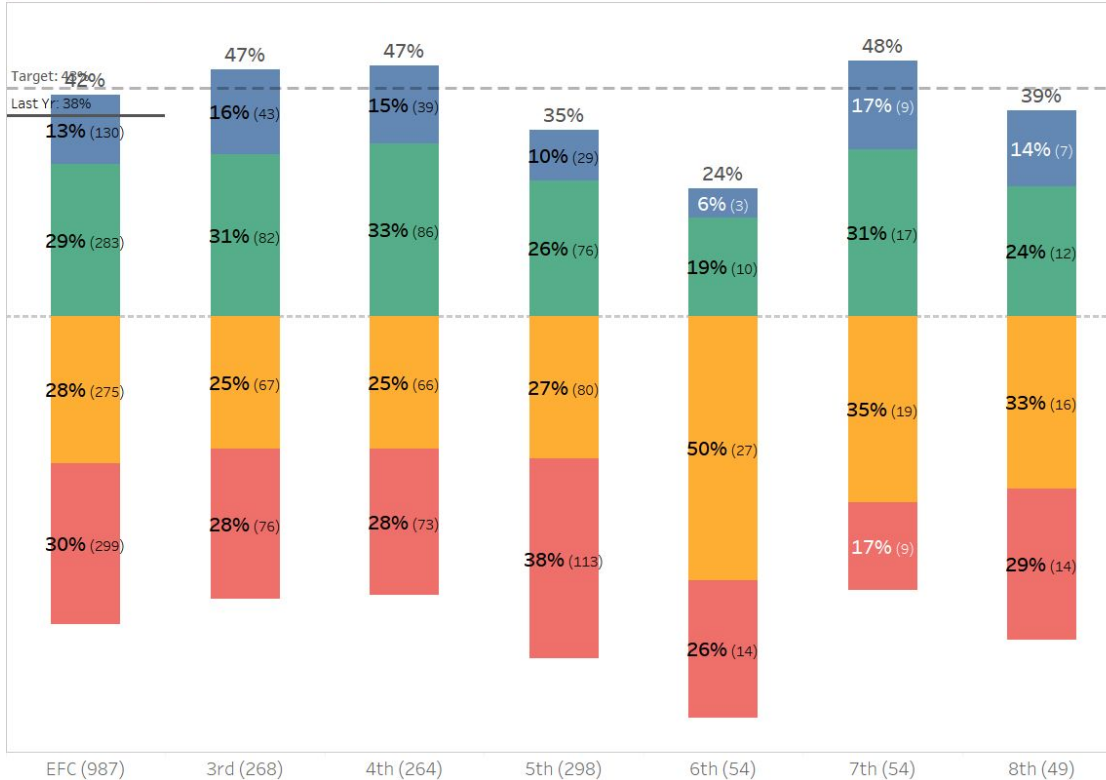


- For aMath we did not meet the EOY goal, but EFC exceeded their proficiency from last year.
- We suspect that we see minimal growth for EOY aMath because school prioritize and emphasize performance on SBAC, which is taken at the same time in the Spring.

aMath 3rd-8th

EOY 2023-24: aMath

Exceeded Met Nearly Met Did Not Meet

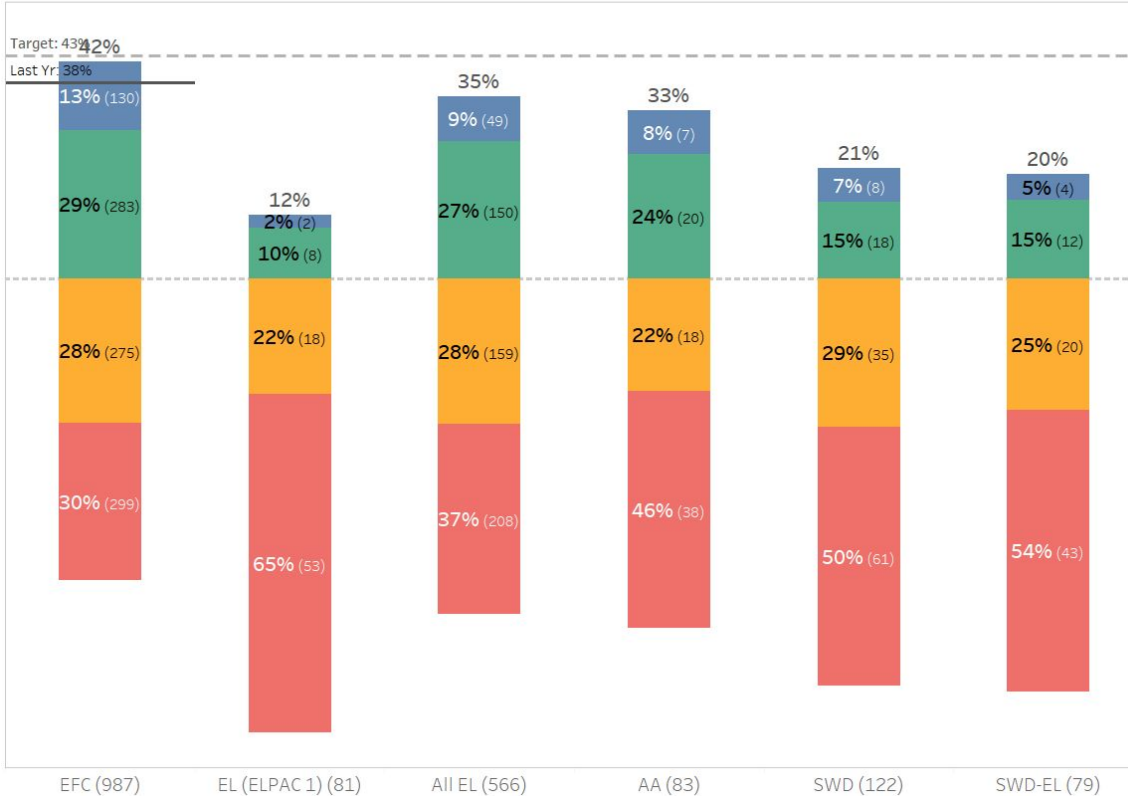


- 6-8 is two classes at Lazear. Ascend takes MAP assessment.
- 5th grade so a decline across the org and we believe that is due to lack of understanding of the coherence of the standards.

aMath 3rd-8th

EOY 2023-24: aMath

Exceeded Met Nearly Met Did Not Meet



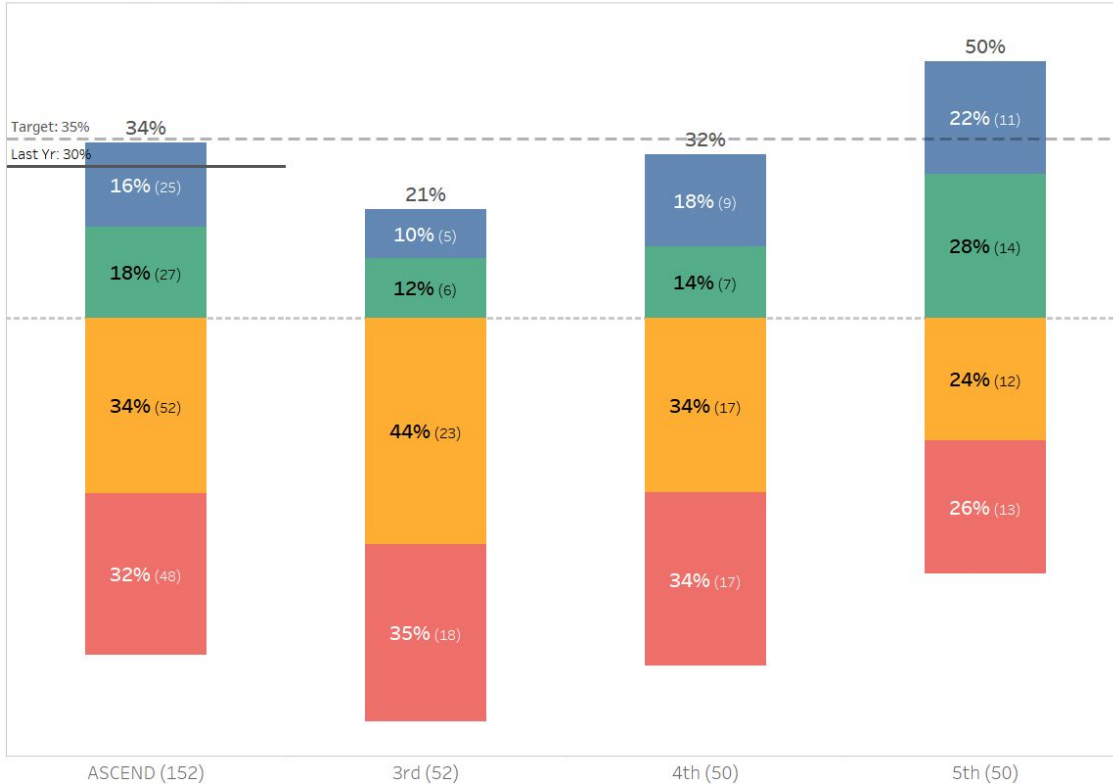
- We see the greatest disparity for our EL1's SWD, and AA students
- SWD are beginning to use Do the Math intervention curriculum and we are seeing growth at some sites.
- Focus for next year is asset mapping and using what students know to build on their math skills.

NWEA MAP

NWEA MAP Math 3rd-5th (ASCEND)

EOY 2023-24: NWEA MAP Math 3-5

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

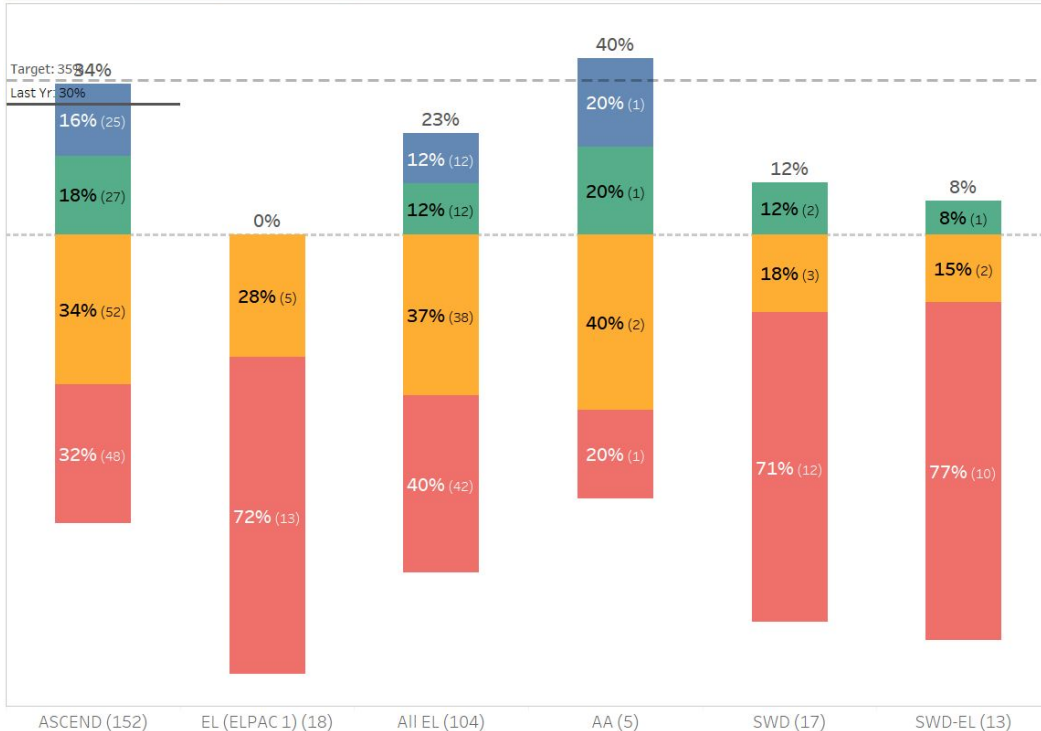


- Ascend made clear goals for students and focused on students reaching their goals.
- KPI for MAP is meeting growth goals and Ascend met this goal with 82% of students meeting their goals.

NWEA MAP Math 3rd-5th (ASCEND)

EOY 2023-24: NWEA MAP Math 3-5

Exceeded Met Nearly Met Did Not Meet

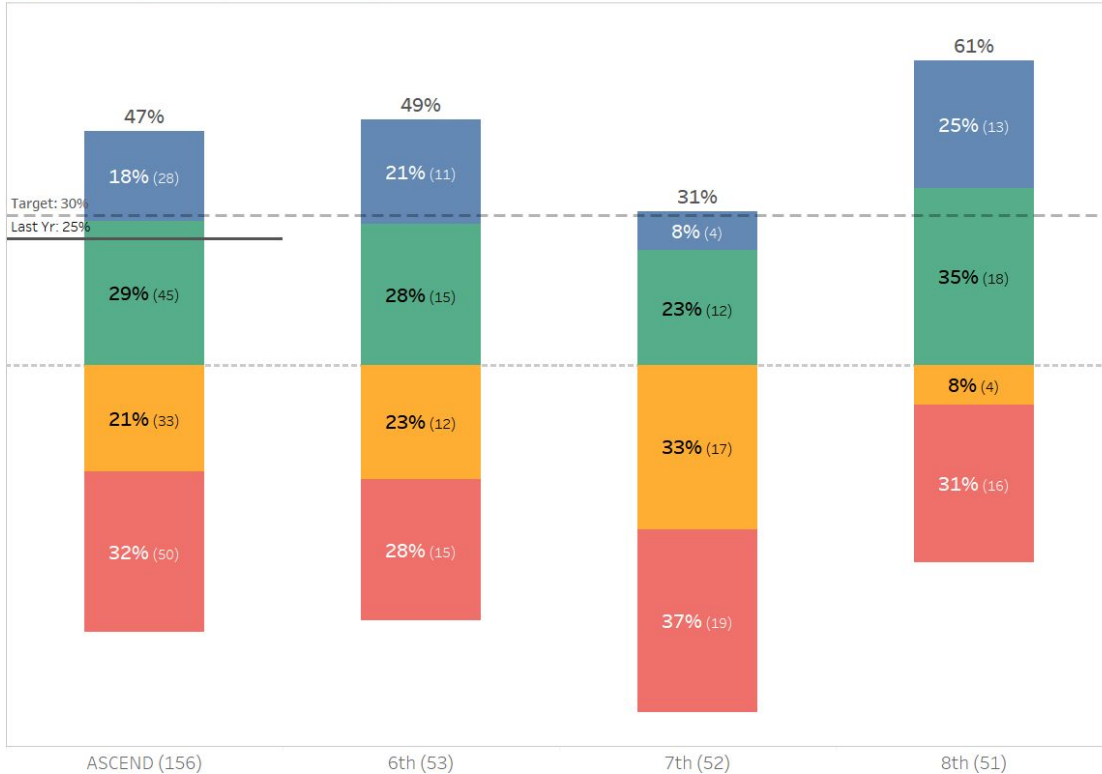


- Greatest disparity is for EL and SWD.
- Making sure that intervention and supports are aligned to standards is a next step.

NWEA MAP Math 6th-8th (ASCEND)

EOY 2023-24: NWEA MAP Math 6-8

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

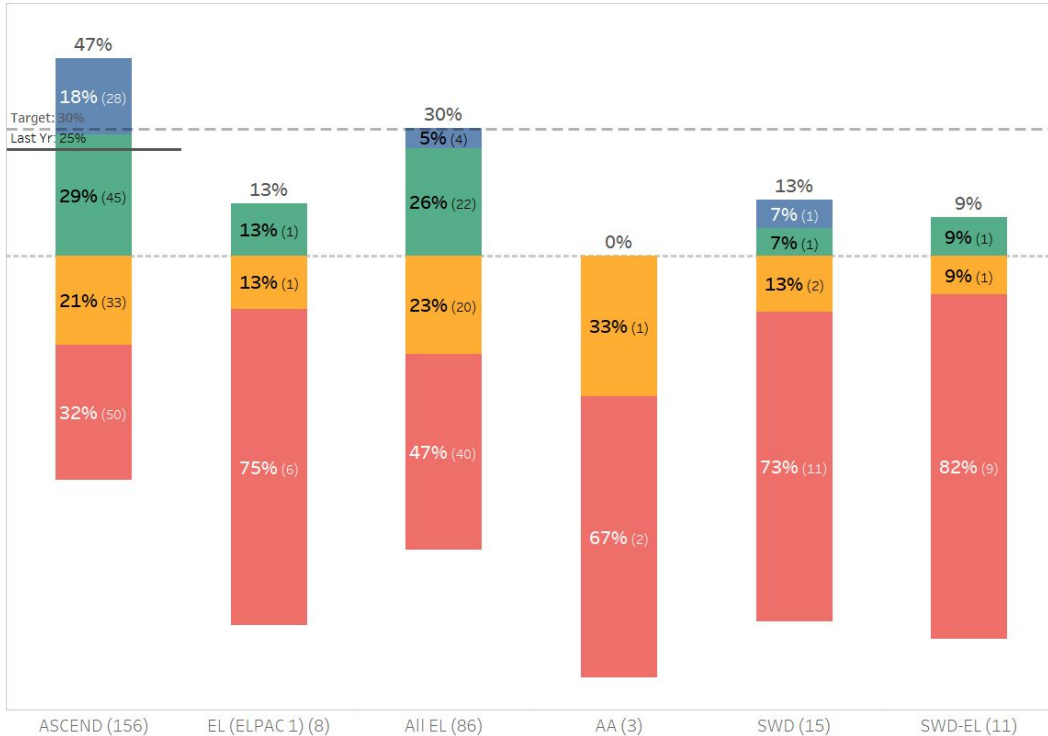


Most growth seen in 8th grade. This is because of consistent data analysis and planning.

NWEA MAP Math 6th-8th (ASCEND)

EOY 2023-24: NWEA MAP Math 6-8

Exceeded Met Nearly Met Did Not Meet

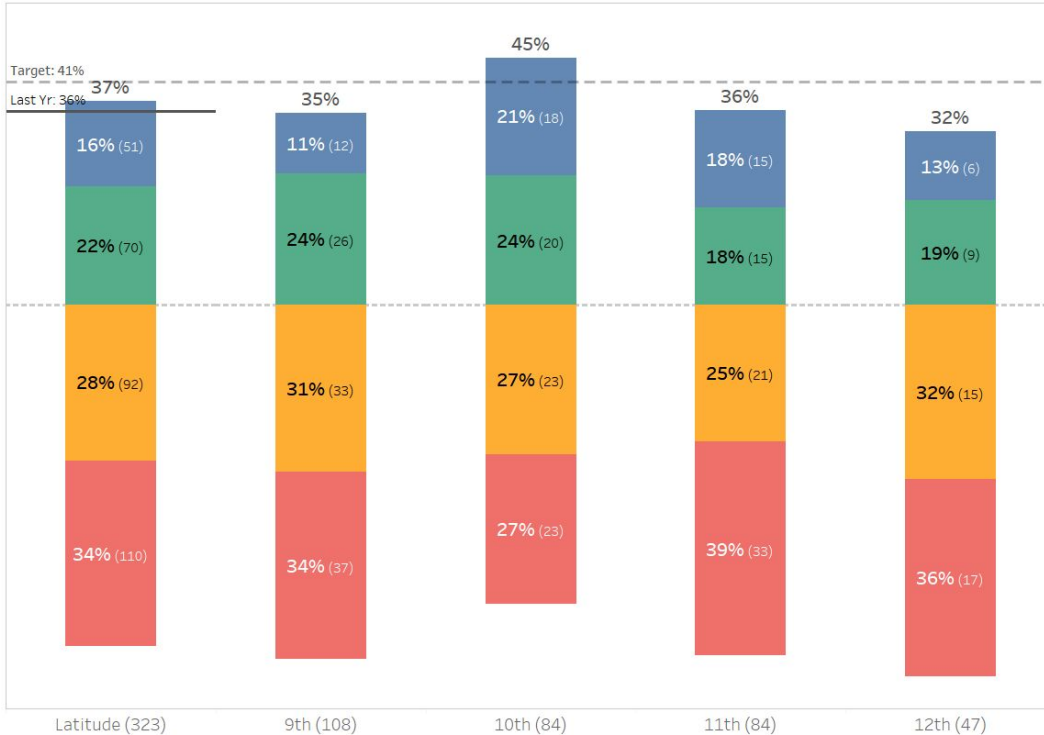


- Disparities for all subgroups. A better focus on what is happening in intervention groups and how is it aligned to standards is needed.

NWEA MAP Math 9th-12th (Latitude)

EOY 2023-24: NWEA MAP Math 9-12

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

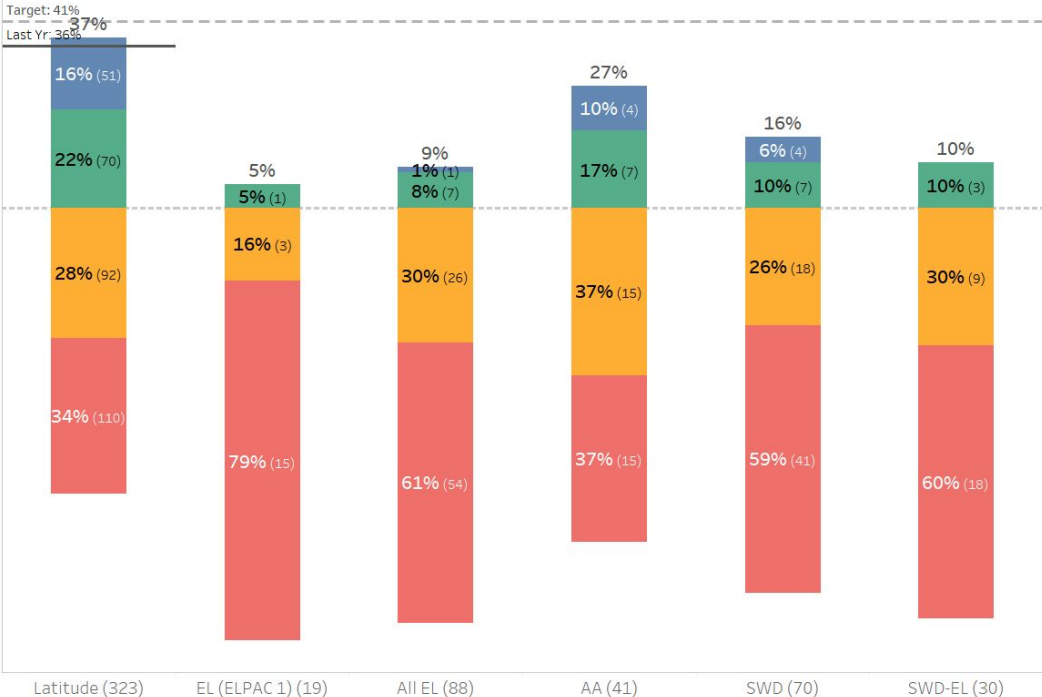


- We performed similar to last year, but did not meet our target for this year.
- Growth at 10th grade, possibly because of strong collaboration

NWEA MAP Math 9th-12th (Latitude)

EOY 2023-24: NWEA MAP Math 9-12

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet



- Upcoming schoolwide focus in 24-25 to support multilingual learners

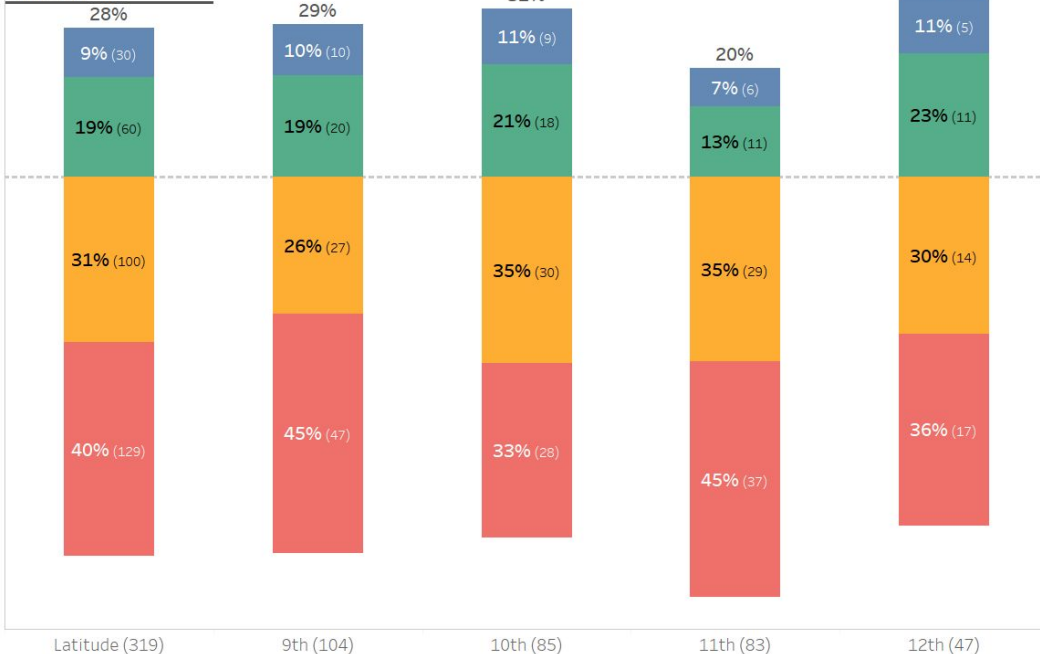
NWEA MAP Reading 9th-12th (Latitude)

EOY 2023-24: NWEA MAP ELA 9-12

■ Exceeded ■ Met ■ Nearly Met ■ Did Not Meet

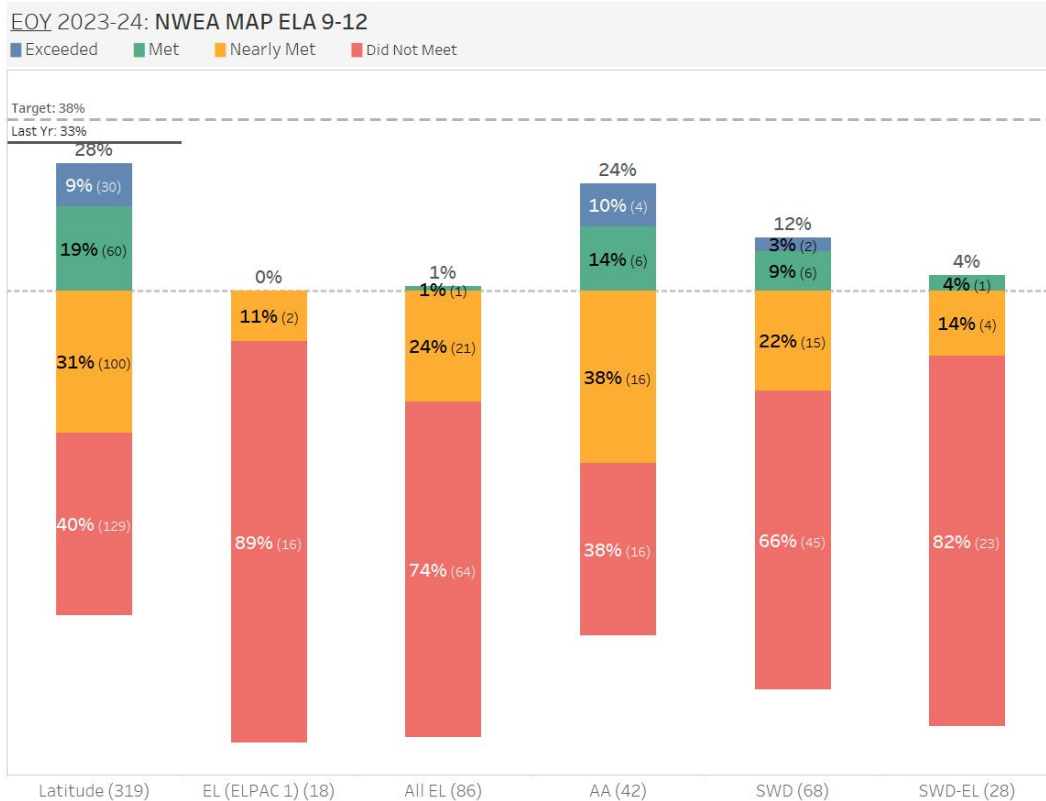
Target: 38%

Last Yr: 33%



- Surprising dip in scores from Winter to Spring
(Winter was a big gain)
- Surprising lack of growth at 11th grade, given their big increase on SBAC
- Will need to rethink Spring administration timing and structures

NWEA MAP Reading 9th-12th (Latitude)



- Surprising dip in scores from Winter to Spring

(Winter was a big gain)
- Schoolwide focus on ELD in 24-25 to support multilingual learners
- Will need to rethink Spring administration timing and structures

CULTURE

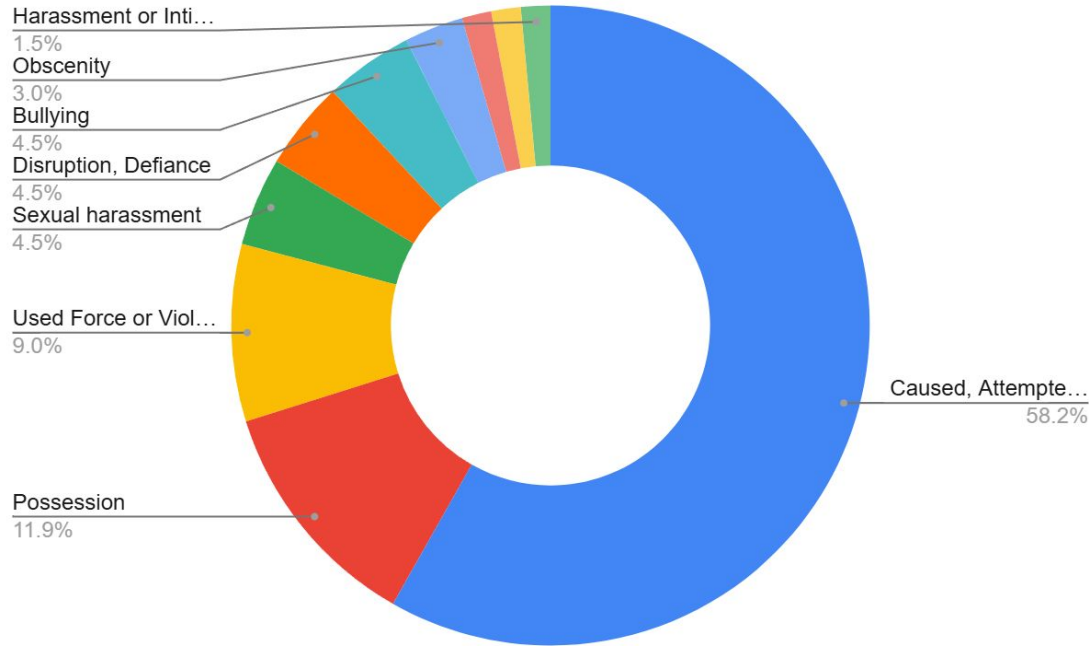
Suspensions

	#	EOY Target	2024 Value	2023 Value
EFC	50	1.4%	1.7%	1.7%
Achieve	2	0.6%	0.3%	0.3%
ASCEND	5	0.9%	1.0%	1.6%
Cox	10	2.0%	2.0%	3.2%
Latitude	24	5.7%	6.4%	4.2%
Lazear	9	2.4%	1.8%	1.5%
LWL	0	0.5%	0.0%	0.0%

- 4 schools met or exceeded their KPI target, 1 came close
- Latitude adjusting to rapidly increasing enrollment & high level of need
- TK-5 SEL work paying dividends
- Need to increase focus on grades 6-12 and subgroups in SY24-25

	#	EOY Target	2024	2023
EL	21	0.5%	1.3%	1.0%
AA	14	2.5%	5.6%	6.4%
SWD	18	2.5%	4.9%	6.4%
TK-2nd	0	0.5%	0.0%	0.2%
3rd-5th	14	1.2%	1.3%	2.2%
6th-8th	12	2.7%	3.5%	2.4%
9th-12th	24	5.7%	6.4%	4.2%

Suspensions



- Physical aggression and causing physical harm / injury remains highest suspended offense
- Other offenses also likely avoidable, need to unpack root causes via suspension form analysis
- Belonging / SEL initiatives will continue & increase in intensity (prevention)
- Need to promote / train on more alternatives to suspension for physical aggression (reaction)

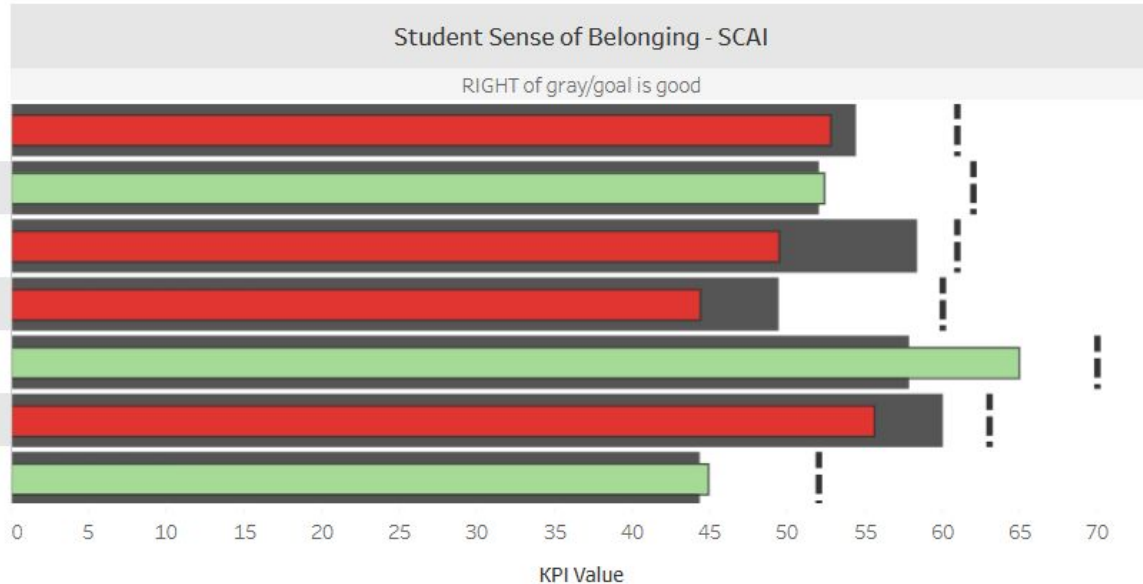
SCAI Belonging Questions

2023-2024 KPI Progress: June

only groups with at least 11 students included

■ Meeting EOY Goal and Improved
 ■ Meeting EOY Goal but NOT Improved
 ■ Improved
■ Not Improved
 ■ No Goal/Results
 ■ Comparison Result
 - - Target Value

Hover over colored bars to view details



- Met or exceeded response rate target of at least 85% for all schools
- Tier 1 SEL work is only 1 of several components that impacts sense of belonging (not sole driver or direct correlate)
- Attendance has less impact on belonging than we previously believed (most kids still coming to school)
- Latitude is a place to dig in and learn more given notable gains (hunch: deeply relational stance / approach)

Sense of Belonging Question

Elementary

When I am at school, I feel like...

5: The teachers, classmates, and I are like a family.

3: I am part of a good school, but not really a family.

1: No one cares about me at this school.

Secondary

5: My school feels like a community in which I belong

3: I have friends at the school and feel safe, but do not feel any special connection to it.

1: I would rather not have to go to this school.

Equity and Connectedness of Student Groups

Elementary

At this school...

5: Students all get along no matter what they look like or where they are from.

3: Students who are alike or friends get along.

1: A lot of students don't get along.

Secondary

5: Most students get along. Students of different groups interact positively.

3: Most students stick to their own group, but there is a great deal of conflict.

1: There is conflict regularly, and different groups are mostly hostile to one another.

Supportive and Respectful Interactions with Students

Elementary

I would say that ...

5: I can see clear evidence that my teacher respects and cares about me.

3: When I show my teacher respect, he/she shows me respect.

1: I try to respect my teacher, but sometimes I feel like I am not respected.

Secondary

5: Teacher-student interactions could be typically described as supportive and respectful.

3: Teacher-student interactions could be typically described as fair but teacher-dominated.

1: Teacher-student interactions are mostly teacher-dominated and reactive.

23-24 academic priorities

- Early Lit
 - Implement knowledge building curriculum - Fish tank
- ELA
 - Text based questions - Evidence from the text
 - Academic discussion rooted in text
 - Comprehensive Interim Assessments
- Math
 - Teaching all parts of the Eureka Lesson
 - Math Story Problems
 - Comprehensive Interim Assessments (continued from this year)

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 (EOY)	23-24 (Target)
Overall	57.2%	60.7%	70%
K-2	57.2%	60.7%	70%
AA	62.4%	63.8%	70%
EL	53.9%	56.9%	70%
SWD	38.2%	43.2%	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 (EOY)	23-24 (Target)
Overall	31.5%	TBD	36.5%
3-5	26.4%	TBD	31.4%
6-8	45.5%	TBD	50.5%
11*	43.4%	TBD	48.4%
AA	26.2%	TBD	31.2%
EL	21.2%	TBD	26.2%
SWD	9.0%	TBD	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 (EOY)	23-24 (Target)
Overall	-44.1	TBD	-29.1
3-5	-55.3	TBD	-40.3
6-8	-13.9	TBD	1.1
11*	-11.3	TBD	3.7
AA	-56.8	TBD	-41.8
EL	-69.6	TBD	-54.6
SWD	-92.9	TBD	-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 (EOY)	23-24 (Target)
Overall	24.6%	TBD	29.6%
3-5	26.8%	TBD	31.8%
6-8	17.4%	TBD	22.4%
11*	24.1%	TBD	29.1%
AA	13.5%	TBD	18.5%
EL	20.7%	TBD	25.7%
SWD	9.6%	TBD	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 (EOY)	23-24 (Target)
Overall	-65.5	TBD	-45.5
3-5	-57.2	TBD	-37.2
6-8	-89.8	TBD	-69.8
11*	-80	TBD	-60
AA	-93.6	TBD	-73.6
EL	-78	TBD	-58
SWD	-125.6	TBD	-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 (EOY)	23-24 (Target)
Overall	54.4%	52.8%	61%
3-5	50.4%	47.0%	59%
6-8	64.1%	59.0%	64%
9-12	57.8%	64.9%	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 (EOY)	23-24 (Target)
Overall	1.7%	1.7%	1.4%
TK-2	0.2%	0.0%	0.5%
3-5	2.2%	1.3%	1.2%
6-8	2.4%	3.5%	2.7%
9-12	4.2%	6.4%	5.7%
AA	6.4%	5.6%	2.5%
EL	1.0%	1.3%	0.5%
SWD	6.4%	4.9%	2.5%