



# Our 2023-24 Goals & Outcomes

# Intellectual Engagement

## Lags

- Cycles of standards-based professional learning and coaching (POD cycles)
- Increasing the number of students intellectually engaged (i.e., doing the heavy lifting with grade level content)



## WIGs

- Increase in percent of students meeting/exceeding the standard on the SBAC
  - 5% point increase in Math
  - 3% point increase in ELA

# Goals We Exceeded

- ❖ Castellanos-Eisner increased the percent of students meeting or exceeding the standard in Math by 6.5%!
  - **Eisner's specific increase was 14.17%!**
- ❖ Castellanos-Eisner increased the % of students meeting or exceeding the standard in ELA by 9.7%!
  - **Castellanos increase was 10.4%!**
  - **Eisner's increase was 8.1%!**



# SBAC Data Overview

# Distance from Standard Mini-Lesson

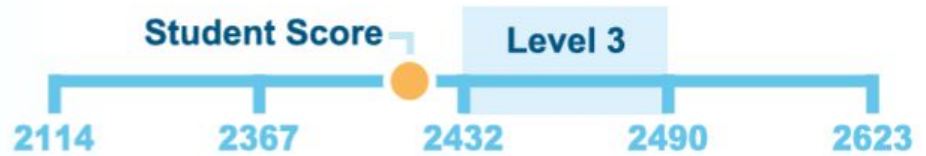
*A paradigm shift*

# Distance from Standard (DFS): Student-Level Calculation

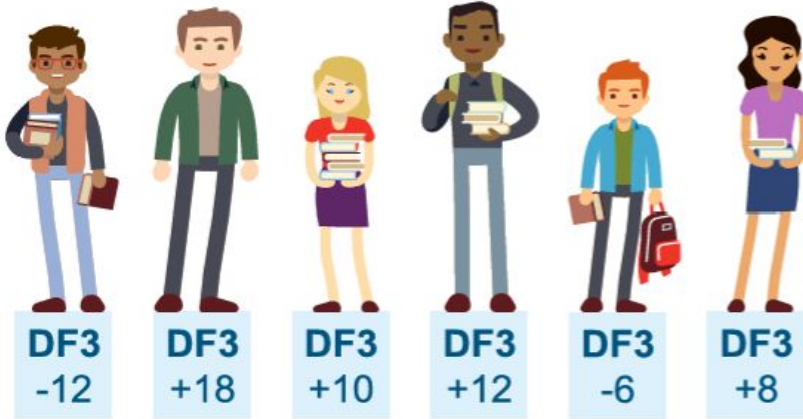
Examples:

A Grade 3 student receives an ELA score of 2420. The student has a DFS of -12 because their score is 12 points below the lowest possible score for the Standard Met level, which is 2432.

Another Grade 3 student receives an ELA score of 2450. The student has a DFS of +18.



# DFS at the School Level



The overall DFS for a school or district is the average of all students' DFS values.

$$\frac{-12 + 18 + 10 + 12 - 6 + 8}{6} = 5 \text{ points}$$

# DFS and the California Dashboard

English Language Arts/Literacy for Grades 3–8					
Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High +10.0 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5.0 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange



# Check for Understanding



# CNCA's 23-24 Data

# We are making progress in both subjects

## ELA

The percent of student meeting/exceeding the standard increased from last year at most schools.

## Math

The average Distance from Standard increased compared to last year at most schools.

# ELA Proficiency Growth Progress

Site	22-23 ELA Proficiency	23-24 ELA Proficiency	Growth
BUR	34.70%	37.19%	2.49%
CAS	19.80%	30.24%	10.44%
CIS	30.50%	31.64%	1.14%
DAL	76%	65.77%	-10.23%
EIS	38.30%	46.44%	8.14%
KAY	30.30%	22.13%	-8.17%
CAS/E...	29.70%	39.41%	9.71%
CNCA	33.90%	34.56%	0.66%

# Math Distance from Standard (DFS)\* Progress

	<u>22-23</u>	<u>23-24</u>	<u>Change</u>	<u>Prior Year Color</u>	<u>DFS Performance Level</u>	<u>Change Level</u>	<u>Predicted Color</u>
BUR	-47.1	-41.0	6.1	Orange	Low	Increased	Yellow
CAS/EIS	-82.6	-68.6	14.0	Yellow	Low	Increased	Yellow
CIS	-85.4	-80.4	5.0	Orange	Low	Increased	Yellow
KAY	-89.8	-97.4	-7.6	Orange	Very Low	Declined	Red
DAL	-68.0	-81.3	-13.3	Yellow	Low	Declined	Orange

Dashboard color scale



# We have areas for growth in both subjects

## ELA

The average Distance from Standard either declined or was stagnant at most schools.

## Math

We did not increase the percent meeting/exceeding the standard at most schools.

# ELA Distance from Standard (DFS): Area for Growth

	<u>22-23 Reported</u>	<u>23-24</u>	<u>Change</u>	<u>Prior Year Color</u>	<u>DFS Performance Level</u>	<u>Change Level</u>	<u>Predicted Color</u>
BUR	-35.5	-41.1	-5.6	Orange	Low	Declined	Orange
CAS/EIS	-51.6	-39	12.6	Orange	Low	Increased	Yellow
CIS	-53.7	-53.6	0.1	Orange	Low	Maintained	Orange
KAY	-50.9	-69.7	-18.8	Orange	Low	Declined Significantly	Orange
DAL	48.3	30.1	-18.2	Blue	High	Declined Significantly	Green

# Math Proficiency: Area for Growth

Site	22-23 Math Proficiency	23-24 Math Proficiency	Growth
BUR	31.10%	33.33%	2.23%
CAS	25.22%	22.87%	-2.35%
CIS	17.60%	18.47%	0.87%
DAL	26%	21.24%	-4.76%
EIS	12.60%	26.77%	14.17%
KAY	16.10%	15.61%	-0.49%
CAS/E...	18.50%	25.00%	6.50%
CNCA	20.90%	22.69%	1.79%



# What does this mean for our program?

**In literacy**, our curriculum and approach are moving more students over the hump into grade level. However, we are not successfully reaching the students who are furthest behind in reading. In fact, many are slipping even further behind.

**In math**, our resources and approach are successfully moving more students toward grade level. We are just not yet moving them over that grade-level hump into proficiency.

**All growth matters. All students count.**