

Board Workshop March 2023

Student Outcomes Mid-year Update

Goal 1: Student Growth

LBUSD students will achieve at least one year of academic growth.

Students achieving below grade level will demonstrate greater than one year of growth.

The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments.

Ways to Measure Academic Growth

i-Ready typical and stretch growth

Scaled score changes on state assessments (SBAC)

Grades earned in secondary course work

Progress through the A-G curriculum

Teacher Reports

Graph Key

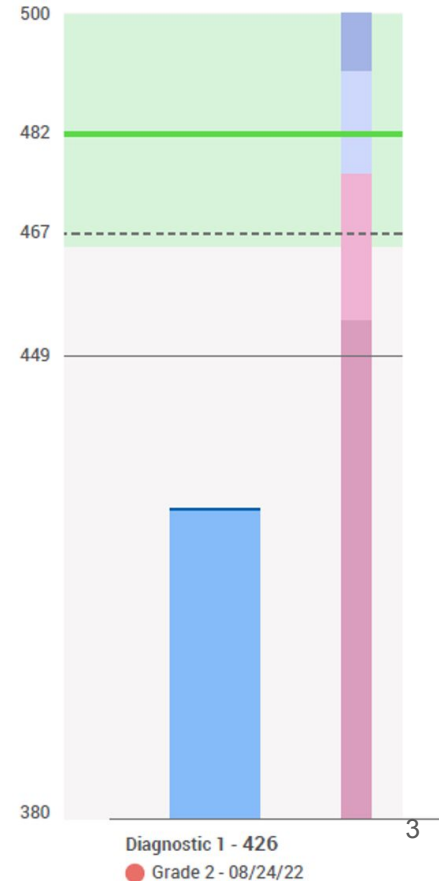
- Mid On Grade Level (482)
- On Grade Level (465- 526)
- Stretch Growth (467)
- Typical Growth (449)

State Test Proficient

- Level 4 (>491)
- Level 3 (476 - 490)

State Test Not-Proficient

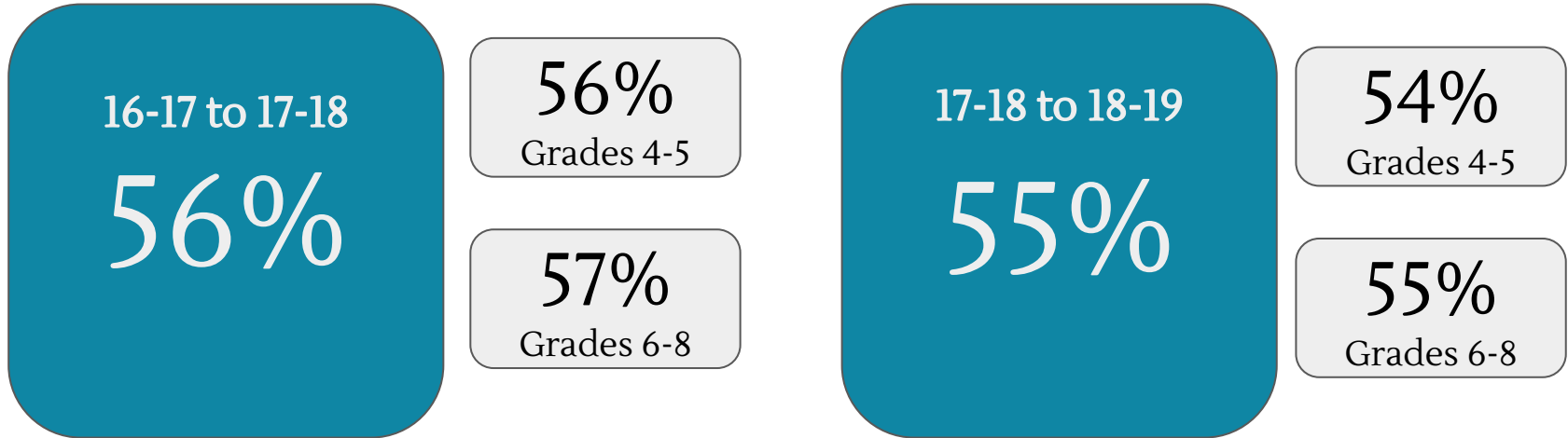
- Level 2 (454 - 475)
- Level 1 (<453)



Goal 1: Student Growth - Context

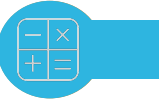


SBAC: % of students achieving at least one year of academic growth

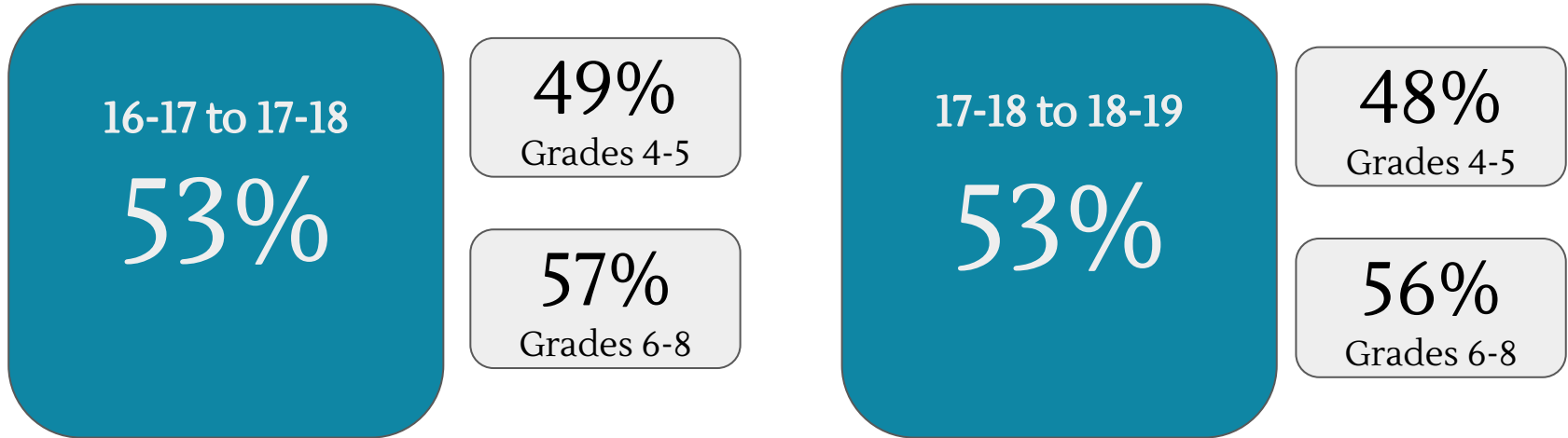


% of Students who met their minimal growth in Reading

Goal 1: Student Growth - Context



SBAC: % of students achieving at least one year of academic growth

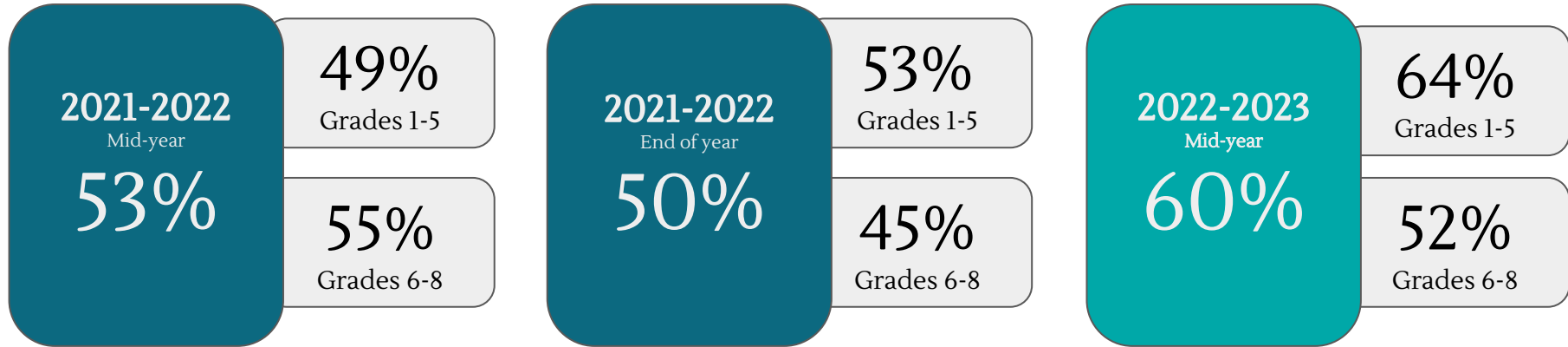


% of Students who met their minimal growth in Math

Goal 1: Student Growth - Current

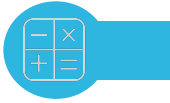


LBUSD students will achieve at least one year of academic growth.

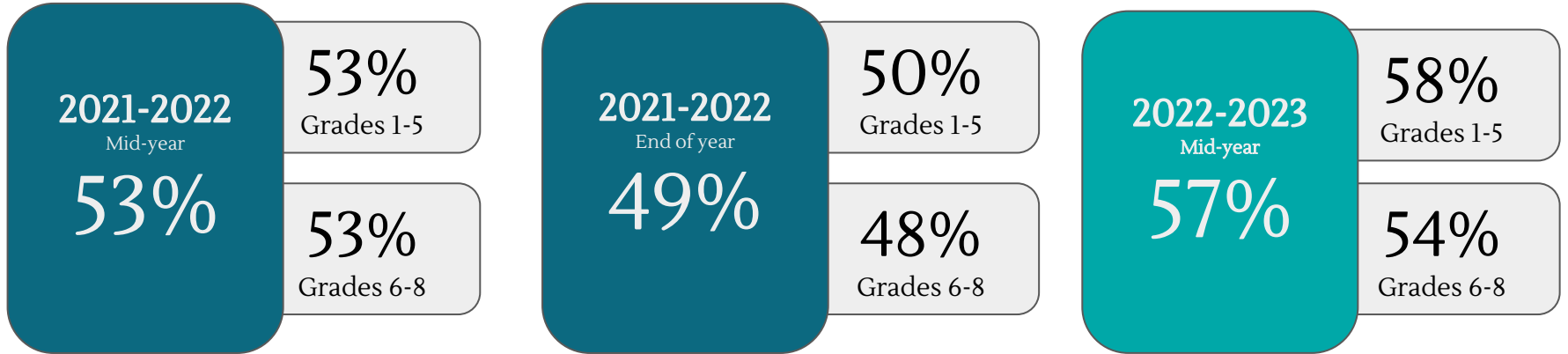


% of Students who were On Track mid-year or Met/Exceeded their end of year **typical** growth goal in Reading

Goal 1: Student Growth - Current



LBUSD students will achieve at least one year of academic growth.

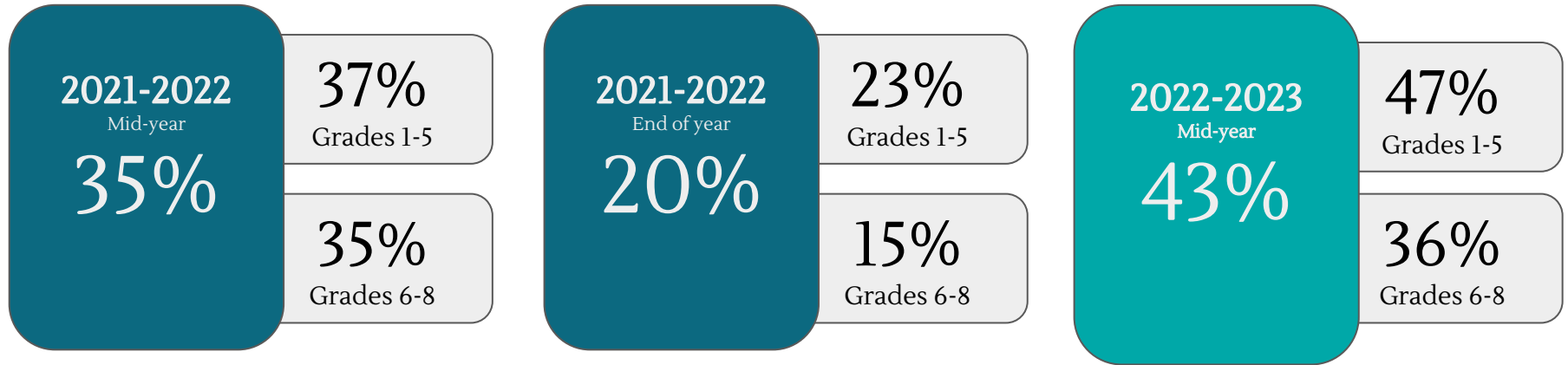


% of Students who were On Track mid-year or Met/Exceeded their end of year typical growth goal in Math

Goal 1: Student Growth

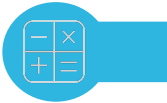


Students achieving **below grade level** will demonstrate greater than one year of growth.

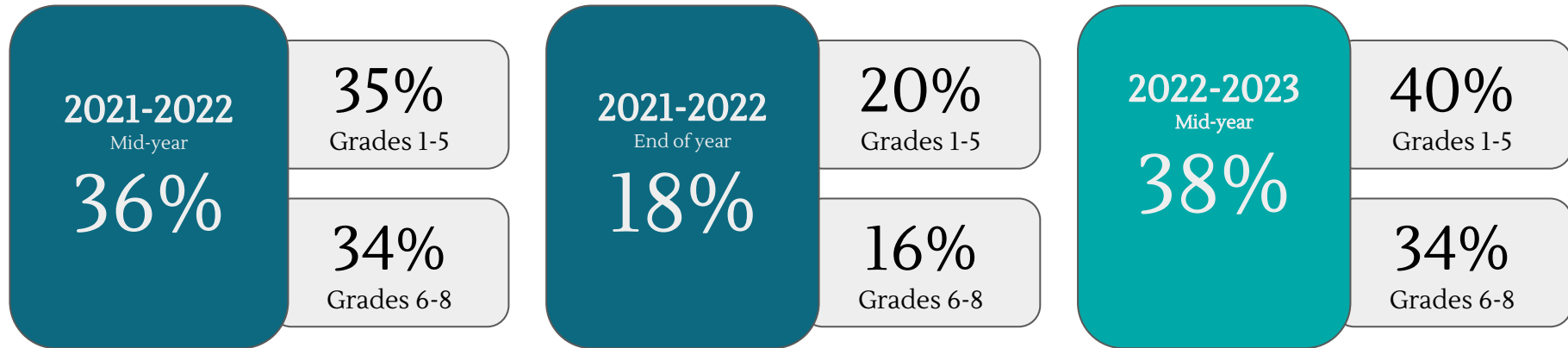


% of LBUSD students, who started the year 1 or more grade levels behind, On Track mid-year or Met/Exceeded to meet their stretch goal in Reading

Goal 1: Student Growth



Students achieving **below grade level** will demonstrate greater than one year of growth.



% of LBUSD students, who started the year 1 or more grade levels behind, On Track mid-year or Met/Exceeded to meet their stretch goal in Reading

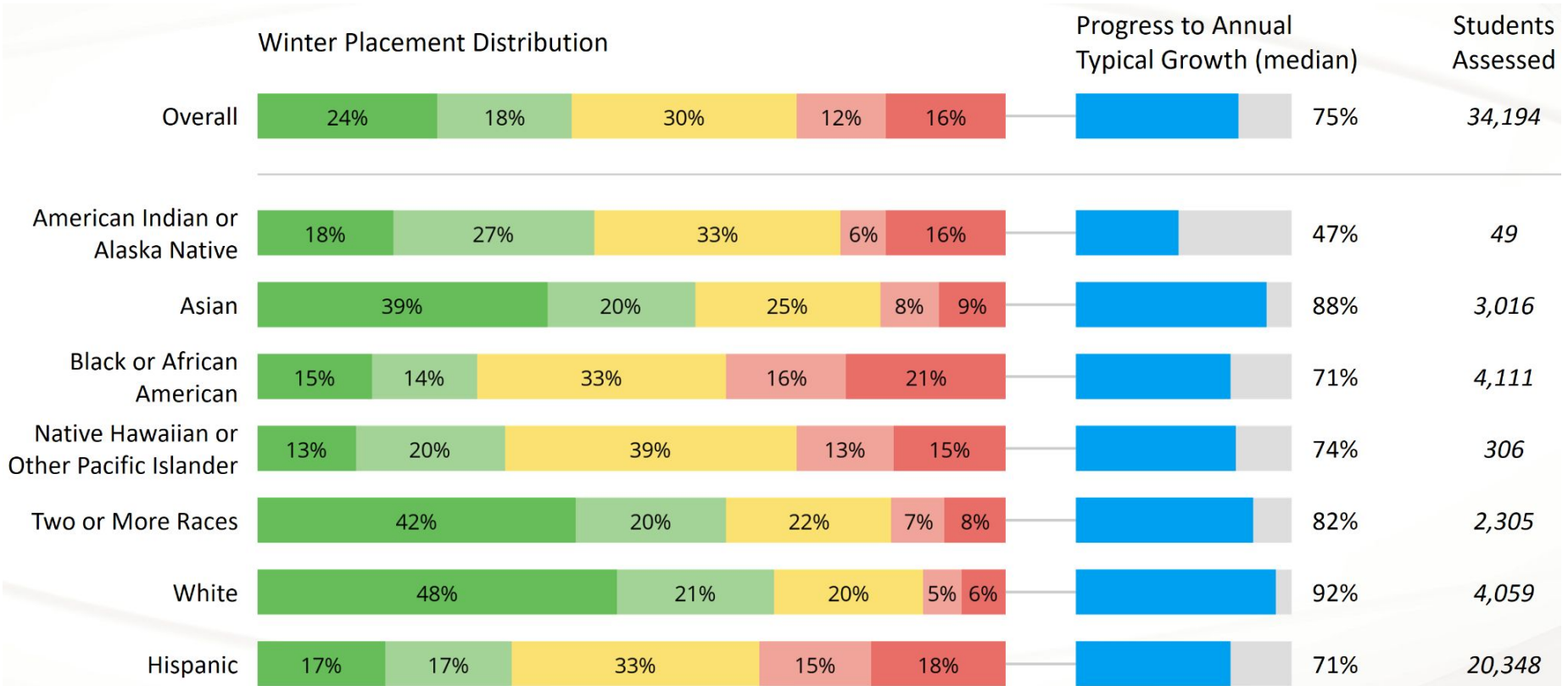
Variation in Student Growth



		1	2	3	4	5	6	7	8	All Students
Mid or Above Grade Level	Median % Typical Growth	84%	91%	76%	58%	64%	0%	0%	0%	59%
	Students Assessed	354	566	670	730	604	774	660	725	5,083
Early On Grade Level	Median % Typical Growth	70%	93%	86%	65%	54%	33%	83%	75%	76%
	Students Assessed	310	503	1,091	652	766	518	647	610	5,097
One Grade Level Below	Median % Typical Growth	59%	87%	96%	85%	88%	67%	50%	44%	73%
	Students Assessed	2,827	1,627	998	1,879	1,281	1,020	736	752	11,120
Two Grade Levels Below	Median % Typical Growth	69%	68%	91%	109%	95%	71%	67%	58%	80%
	Students Assessed	628	1,369	1,051	509	1,277	570	437	294	6,135
Three or More Grade Levels Below	Median % Typical Growth			67%	96%	104%	89%	82%	67%	84%
	Students Assessed			601	949	729	1,301	1,532	1,639	6,751

● >=50%
 ● 40-49%
 ● 30-39%
 ● 0-29%

Variation in Student Growth by Race



Variation in Student Growth by Site



Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



National median percent of typical growth at 16-18 weeks (Grades K-8 as observed in 2017-2018)

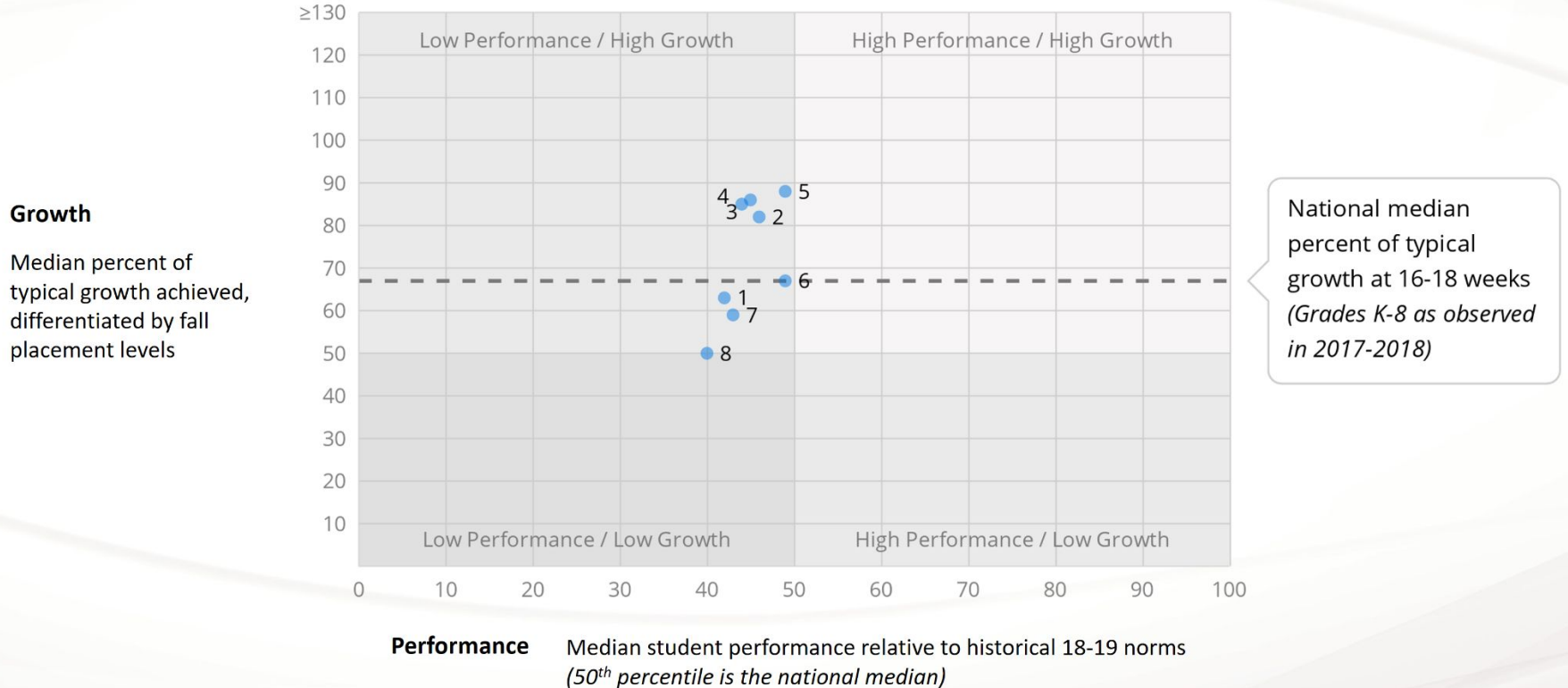
Performance

Median student performance relative to historical 18-19 norms (50th percentile is the national median)

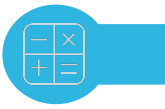
Variation in Student Growth by Grade



Comparison of Median Student Performance and Median Percent of Typical Growth



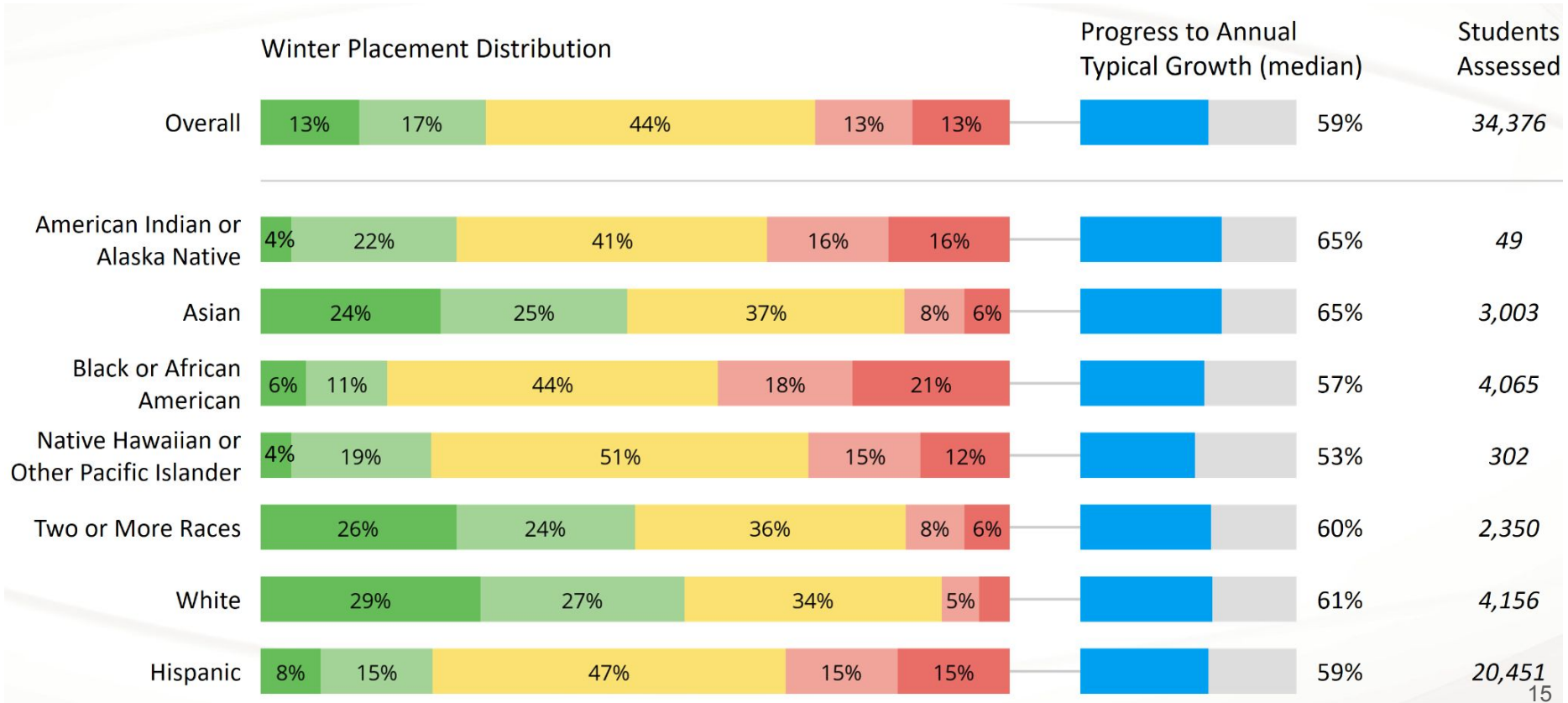
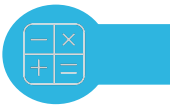
Variation in Student Growth



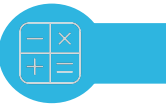
		1	2	3	4	5	6	7	8	All Students
Mid or Above Grade Level	Median % Typical Growth	43%	39%	46%	37%	43%	62%	27%	33%	42%
	Students Assessed	167	157	120	274	356	252	239	322	1,887
Early On Grade Level	Median % Typical Growth	62%	41%	36%	43%	50%	54%	42%	67%	46%
	Students Assessed	169	300	329	555	648	802	577	536	3,916
One Grade Level Below	Median % Typical Growth	62%	54%	54%	52%	61%	64%	33%	56%	56%
	Students Assessed	2,919	2,210	2,081	1,992	1,766	1,459	1,351	1,102	14,880
Two Grade Levels Below	Median % Typical Growth	81%	66%	78%	57%	78%	64%	54%	50%	70%
	Students Assessed	1,082	1,669	1,209	957	795	633	547	521	7,413
Three or More Grade Levels Below	Median % Typical Growth			80%	79%	75%	73%	69%	75%	75%
	Students Assessed			659	899	1,016	1,026	1,259	1,416	6,275

● >=50%
 ● 40-49%
 ● 30-39%
 ● 0-29%

Variation in Student Growth by Race



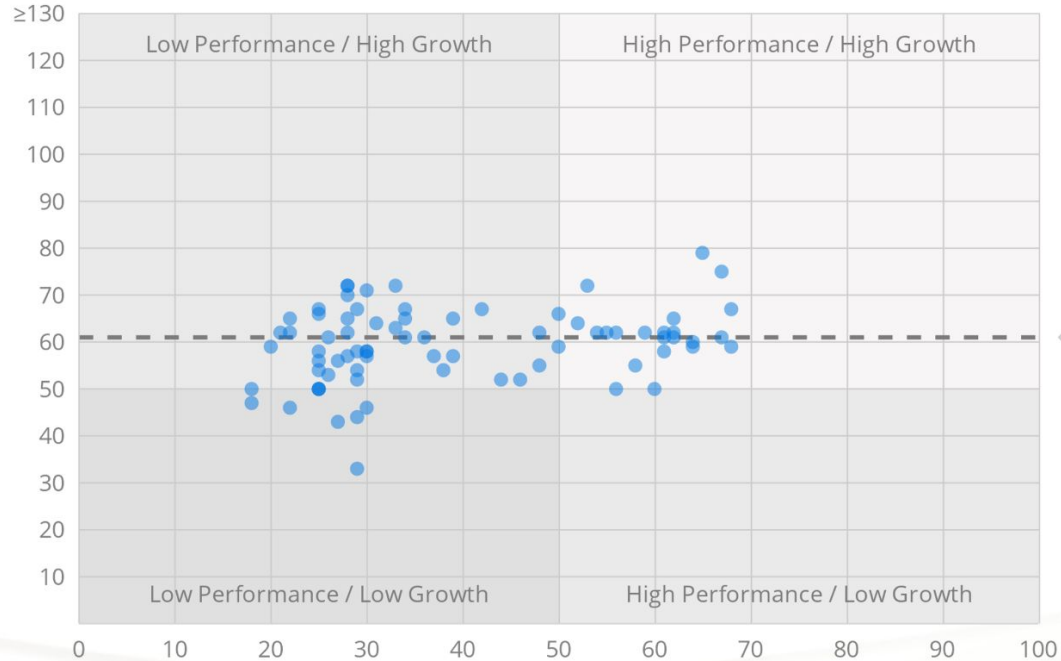
Variation in Student Growth by Site



Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels

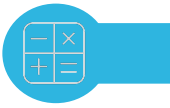


National median percent of typical growth at 16-18 weeks (Grades K-8 as observed in 2017-2018)

Performance

Median student performance relative to historical 18-19 norms (50th percentile is the national median)

Variation in Student Growth by Grade



Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

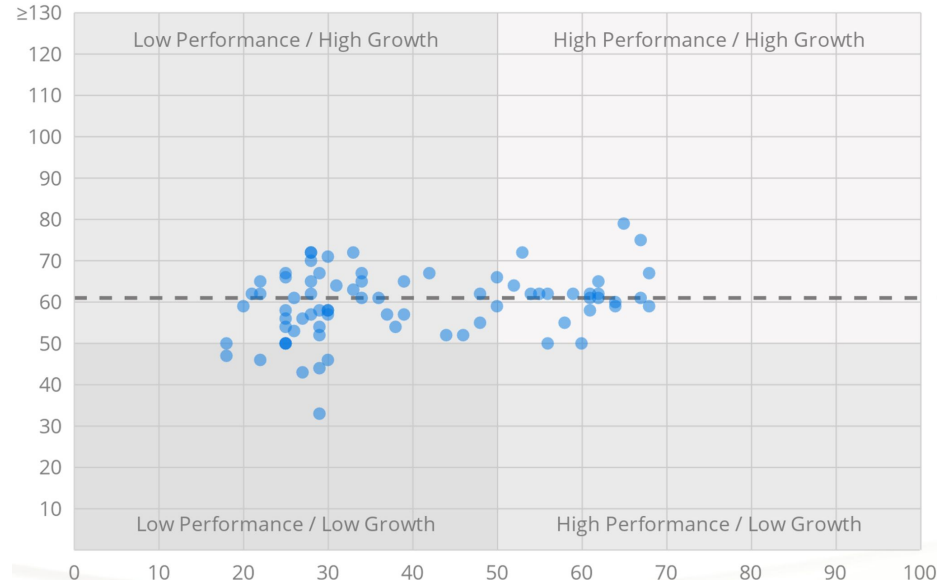
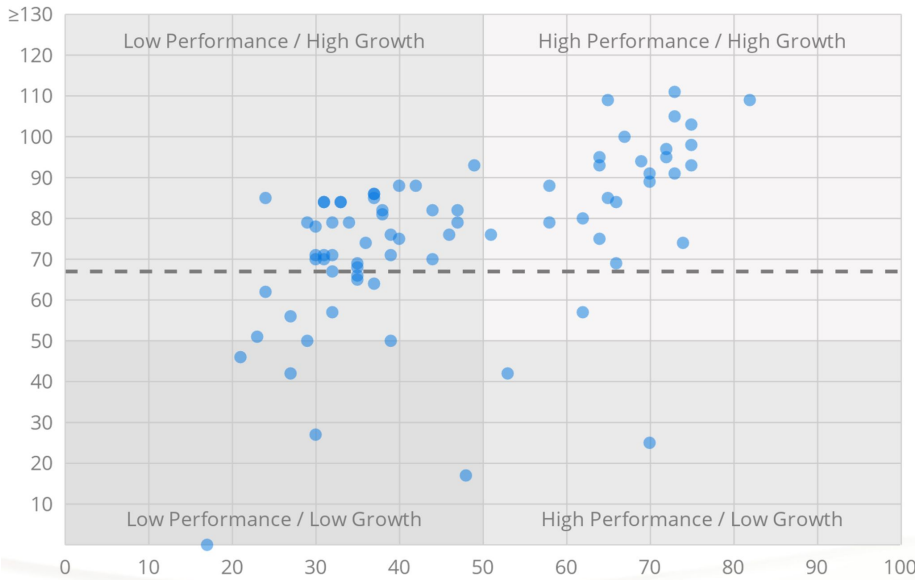
Median percent of typical growth achieved, differentiated by fall placement levels



National median percent of typical growth at 16-18 weeks (Grades K-8 as observed in 2017-2018)

Performance Median student performance relative to historical 18-19 norms (50th percentile is the national median)

Variation in Student Growth by Site



Variation in Student Growth by Site (Elementary)



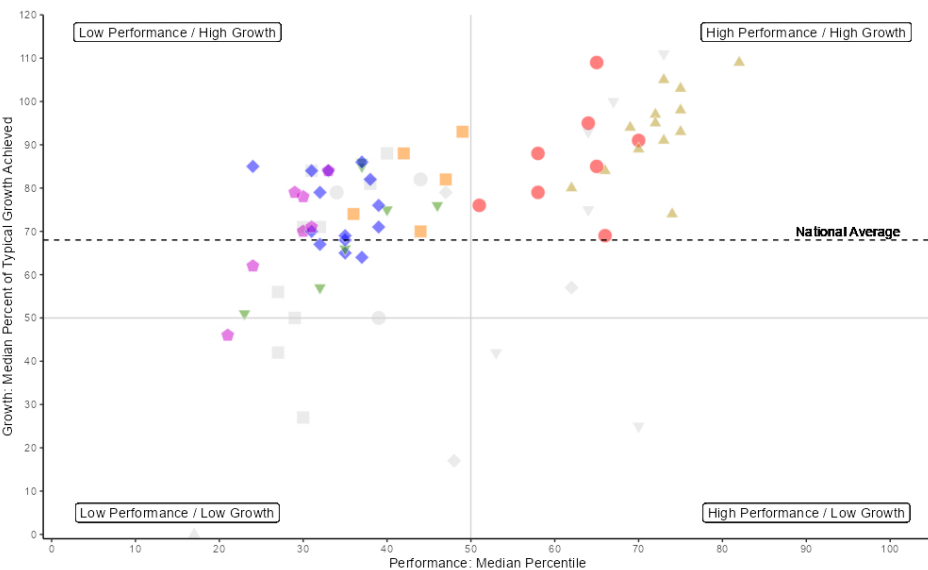
Similar School Group

- Red
- Orange
- ▲ Yellow
- ▼ Green
- ◆ Blue
- ◆ Purple

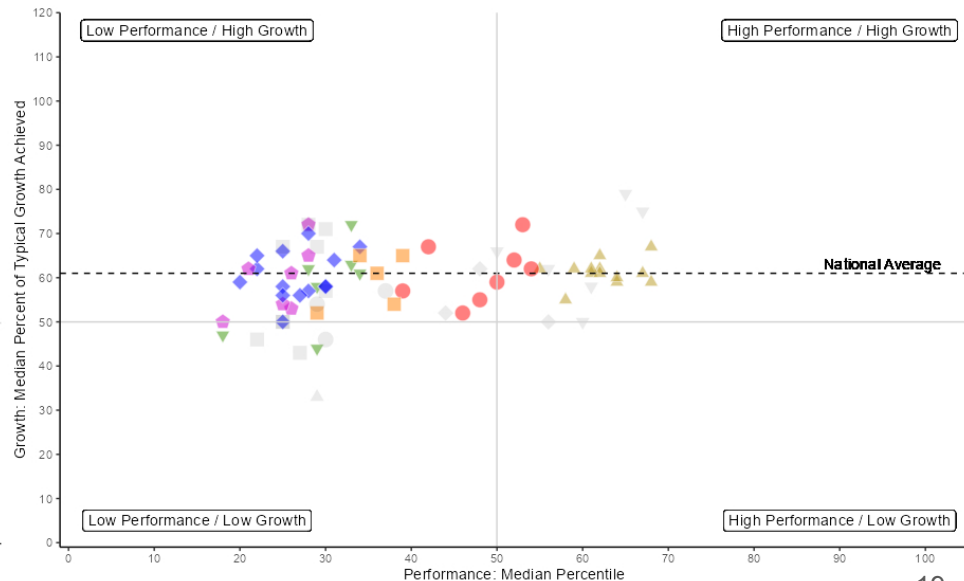


Comparison of Median Student Performance and Median Typical Growth

Reading



Math

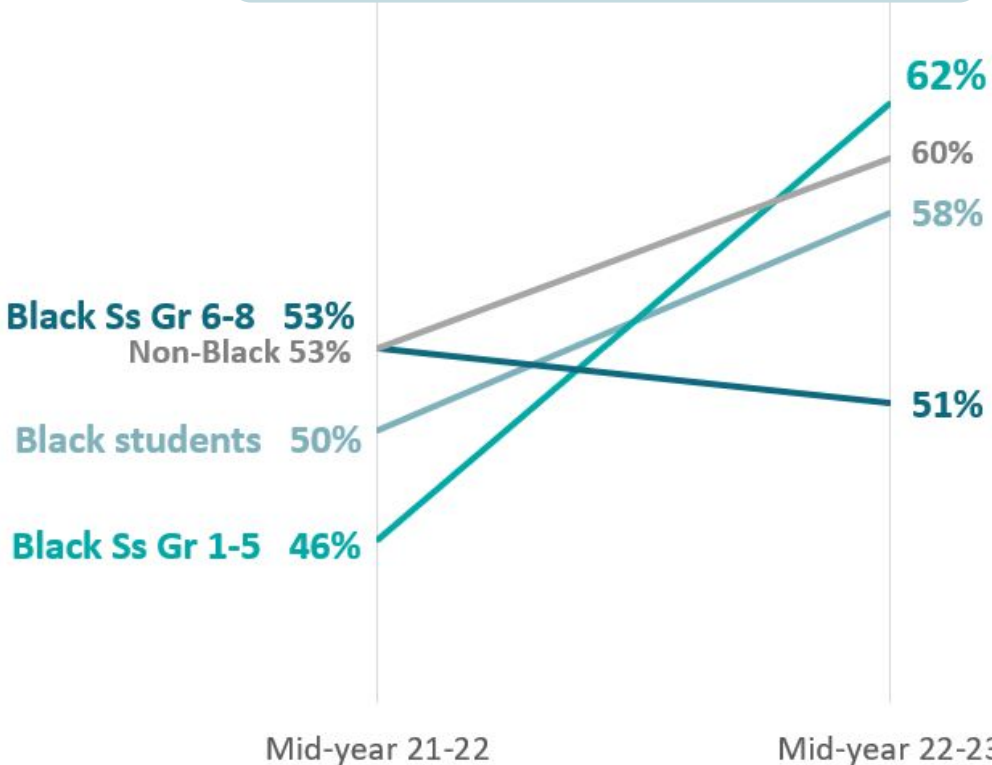


Goal 1: Student Growth



The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments

% of Black students On-track to meet their typical growth target **mid-year** in Reading



2022 End of year

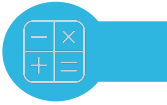
Grades 1-5: 48%

All: 45%

Grades 6-8: 40%

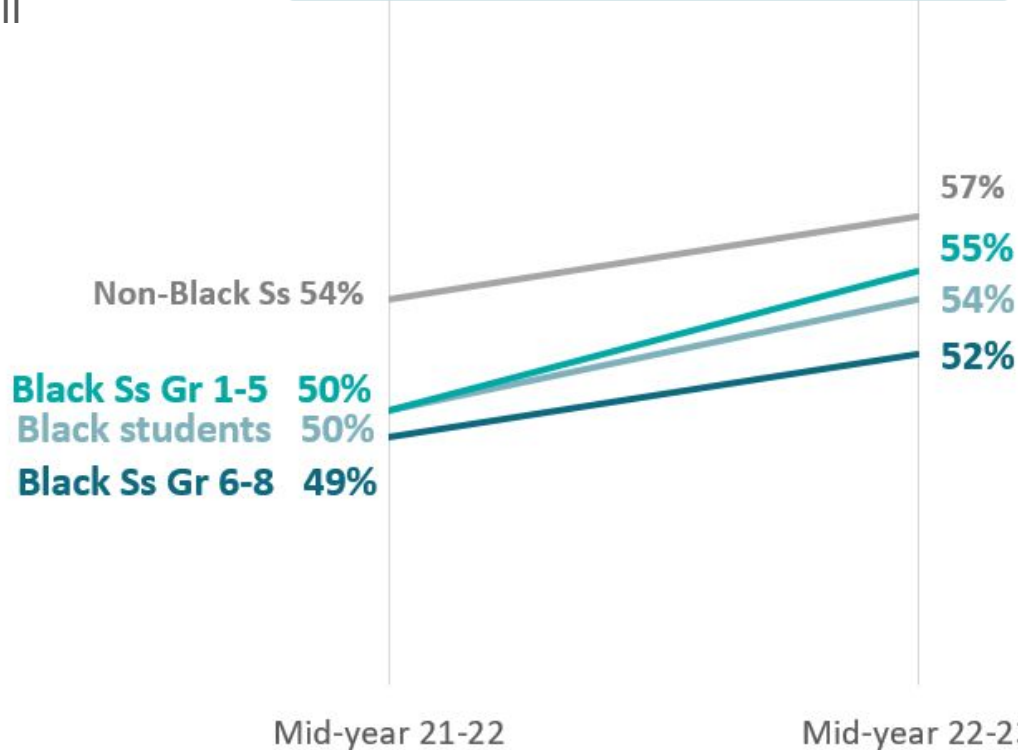
Potential increase in Median Growth of 40% from previous year

Goal 1: Student Growth



The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments

% of Black students On-track to meet their typical growth target **mid-year** in Math



2022 End of year

Grades 1-5: 42%

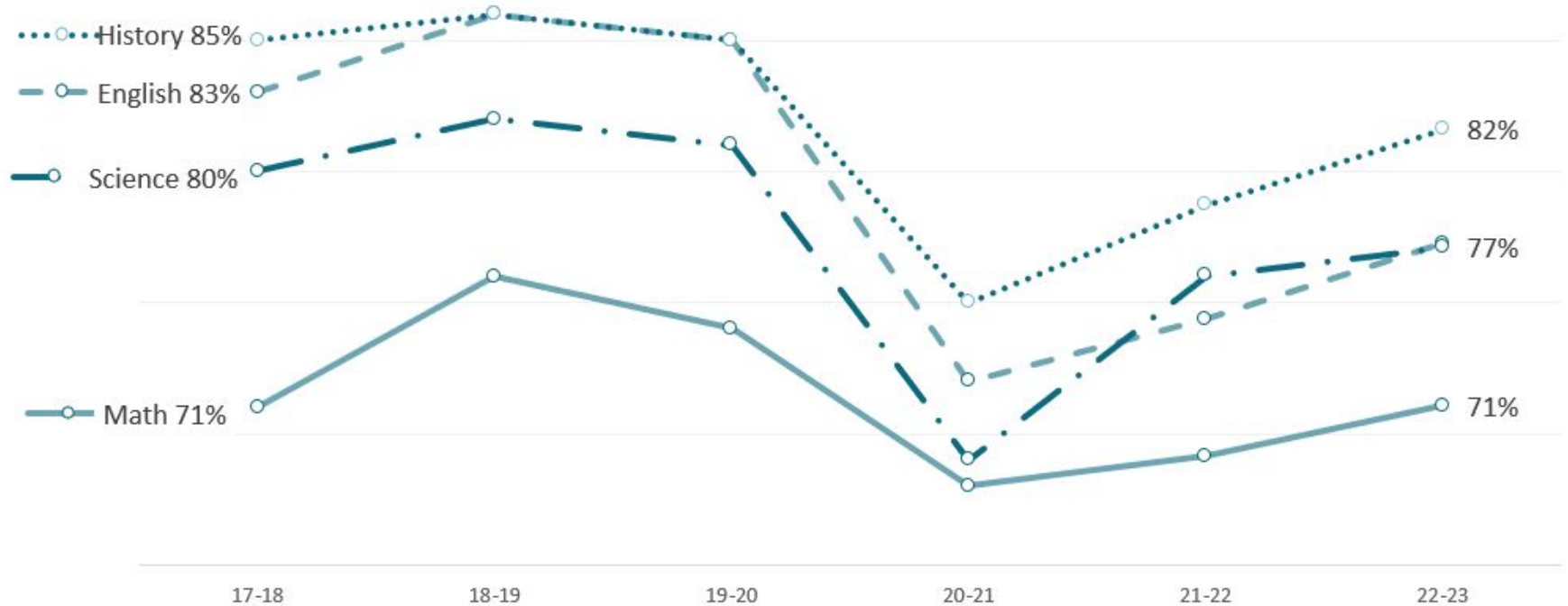
All: 41%

Grades 6-8: 42%

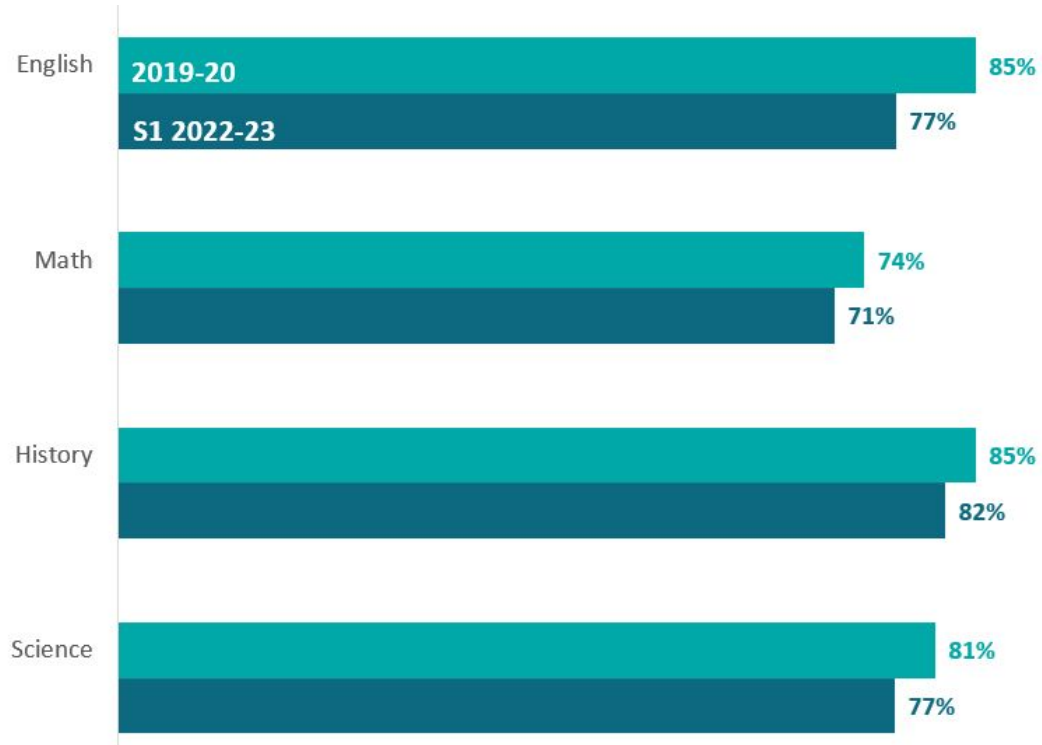
Potential increase in Median Growth of 34% from previous year

A/B/C Rates - Semester 1

High Schools



A/B/C rate pre-Pandemic and Semester 1

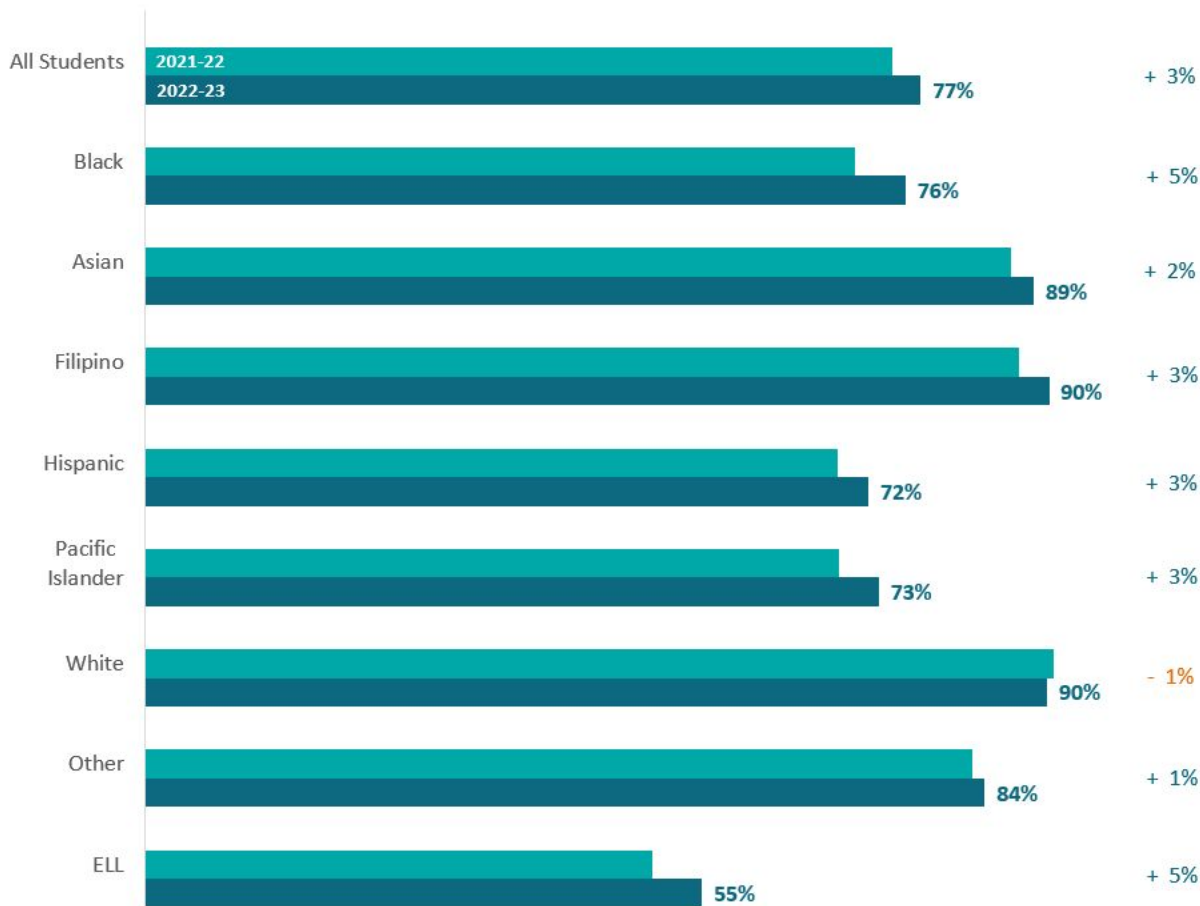


A/B/C Rates

77% of English grades were A, B, or C, a 3% increase compared to Semester 1 of last year.

English grades have not bounced back to pre-pandemic levels, but **Black students** and **English Learners** have grown more than other student groups.

English Department Grades Semester 1 - 2021-22 vs 2022-23

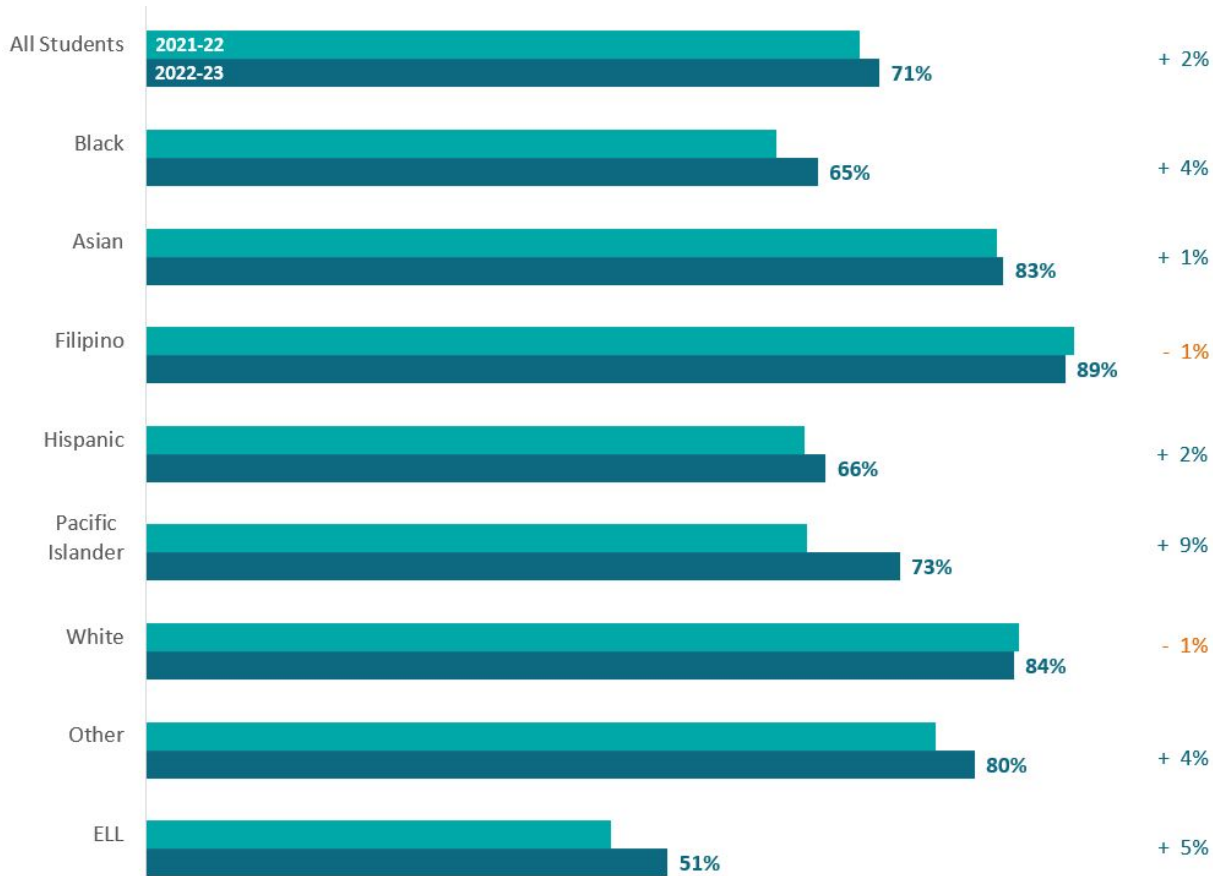


A/B/C Rates

71% of Math grades were A, B, or C, a **2%** increase compared to Semester 1 of last year.

Math grades have not bounced back to pre-pandemic levels, but **Black students**, **Pacific Islanders** and **English Learners** have grown more than other student groups.

Math Department Grades Semester 1 - 2021-22 vs 2022-23

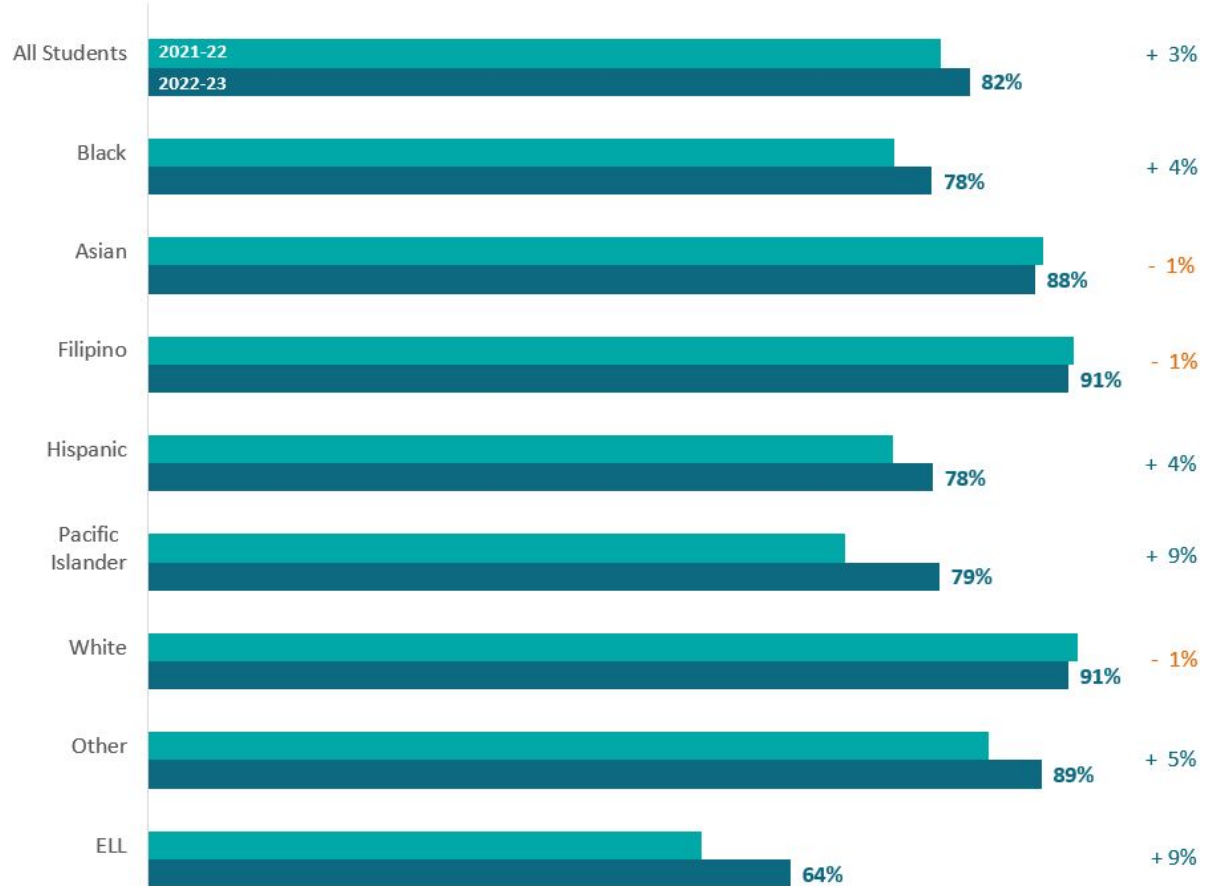


A/B/C Rates

82% of History grades were A, B, or C, a **3%** increase compared to Semester 1 of last year.

History grades are approaching pre-pandemic levels. **Pacific Islander students** and **English Learners** grew more than other student groups, however, those two groups had the lowest rate the prior year.

History Department Grades Semester 1 - 2021-22 vs 2022-23

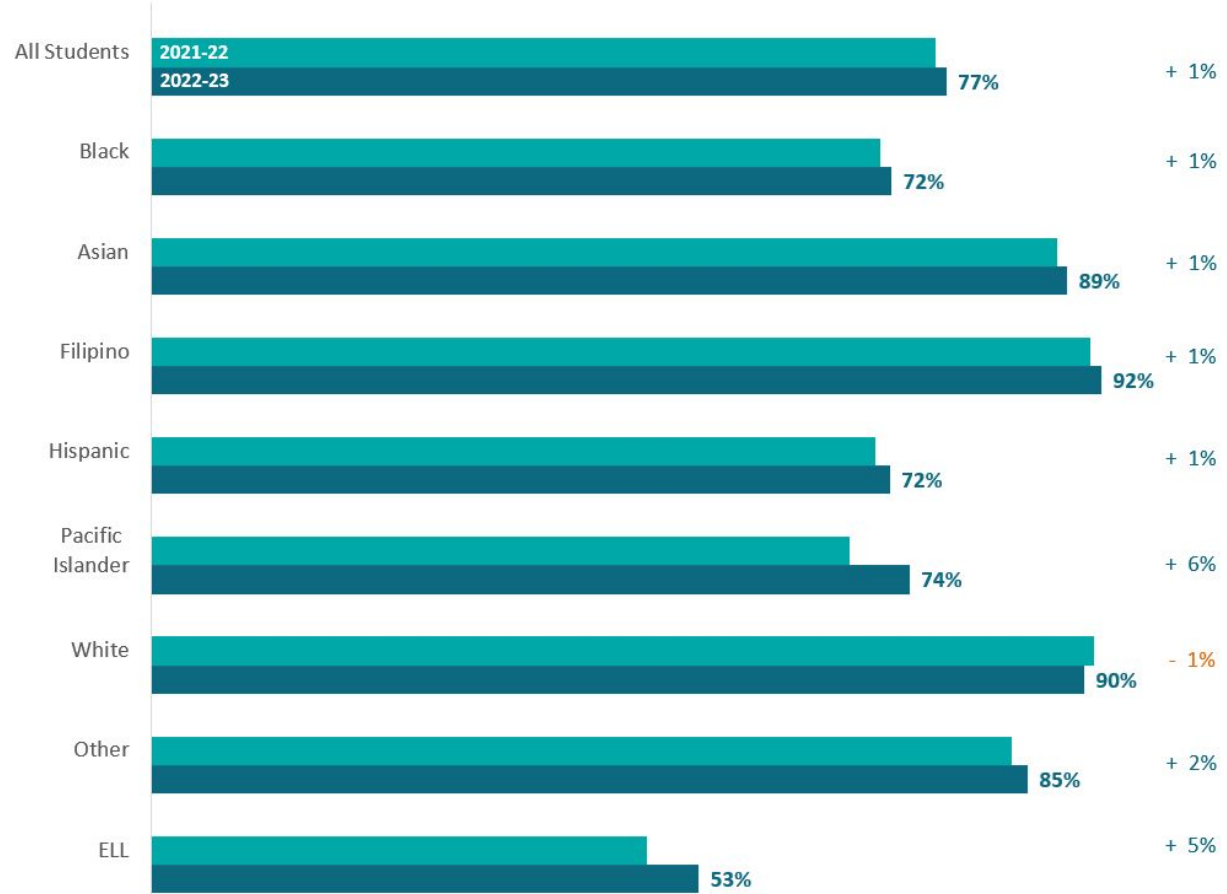


A/B/C Rates

77% of Science grades were A, B, or C, a **1%** increase compared to Semester 1 of last year.

Science grades have not bounced back to pre-pandemic levels, but **Pacific Islander students** and **English Learners** have grown more than other student groups.

Science Department Grades Semester 1 - 2021-22 vs 2022-23



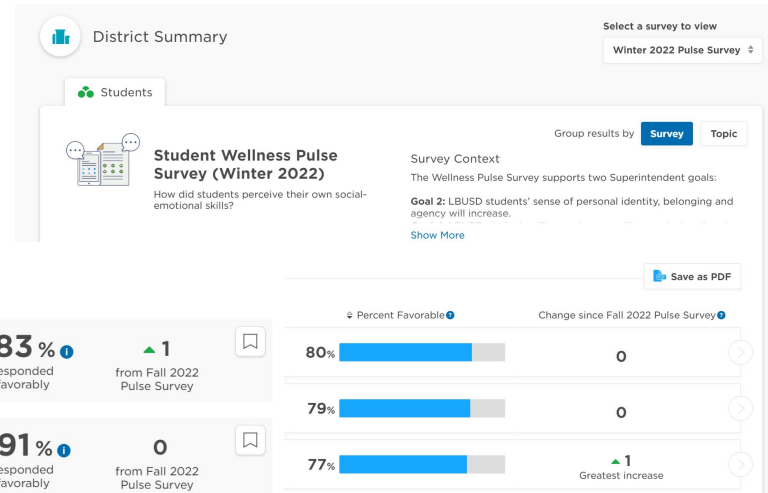
Goal 2: Social Emotional Learning



LBUSD students' sense of personal identity, belonging and agency will increase.

Pulse Survey Data
Spring 2022
Fall 2022
Winter 2022

CORE Survey Data



How did students respond to each question?

Sorted by Survey order First to last

QUESTION	Percent Favorable	Change since Fall 2022 Pulse Survey
I feel close to people at this school.	83% responded favorably	+1 from Fall 2022 Pulse Survey
I am happy to be part of this school.	91% responded favorably	0 from Fall 2022 Pulse Survey
How easy is it to make friends at school?	61% responded favorably	+2 from Fall 2022 Pulse Survey
During the past 30 days, how well did you get along with students who are different from you?	67% responded favorably	+1 from Fall 2022 Pulse Survey
During the past 30 days, how safe have you felt at school?	83% responded favorably	0 from Fall 2022 Pulse Survey

Goal 2: Social Emotional Learning



LBUSD students' sense of **personal identity**, belonging and agency will increase.

Spring 2022

81%

Fall 2022

80%

Winter 2022

80%

Goal 2: Social Emotional Learning



LBUSD students' sense of personal identity, **belonging** and agency will increase.

Spring 2022

71%

Fall 2022

76%

Winter 2022

77%

Goal 2: Social Emotional Learning



LBUSD students' sense of personal identity, belonging and **agency** will increase.

Spring 2022

78%

Fall 2022

79%

Winter 2022

79%

Goal 2: Social Emotional Learning



LBUSD students' sense of personal identity, belonging and agency will increase.

Belonging

How easy is it to
make friends at this
school?

61%

Belonging

In the past 30 days
how well did you
get along with
students who are
different from you?

67%

Agency

How much respect
do students in you
school show you?

53%

Secondary Student to Counselor Ratios



High school

Comprehensive High Schools	1:310 - 1:510
Small High Schools	1:330 - 1:720
Student enrollment	330-3900
# Counselors at site	6 or 7 counselors per comprehensive site 1 counselor per site for small high schools

K8/Middle schools

Larger schools (+700)	1:610 - 1:1180
Smaller schools (<550)	1:200 - 1:530
Student enrollment	280 - 1180
# Counselors per site	Most K8/Middle schools have 1 counselor

Goal 3: Postsecondary Options



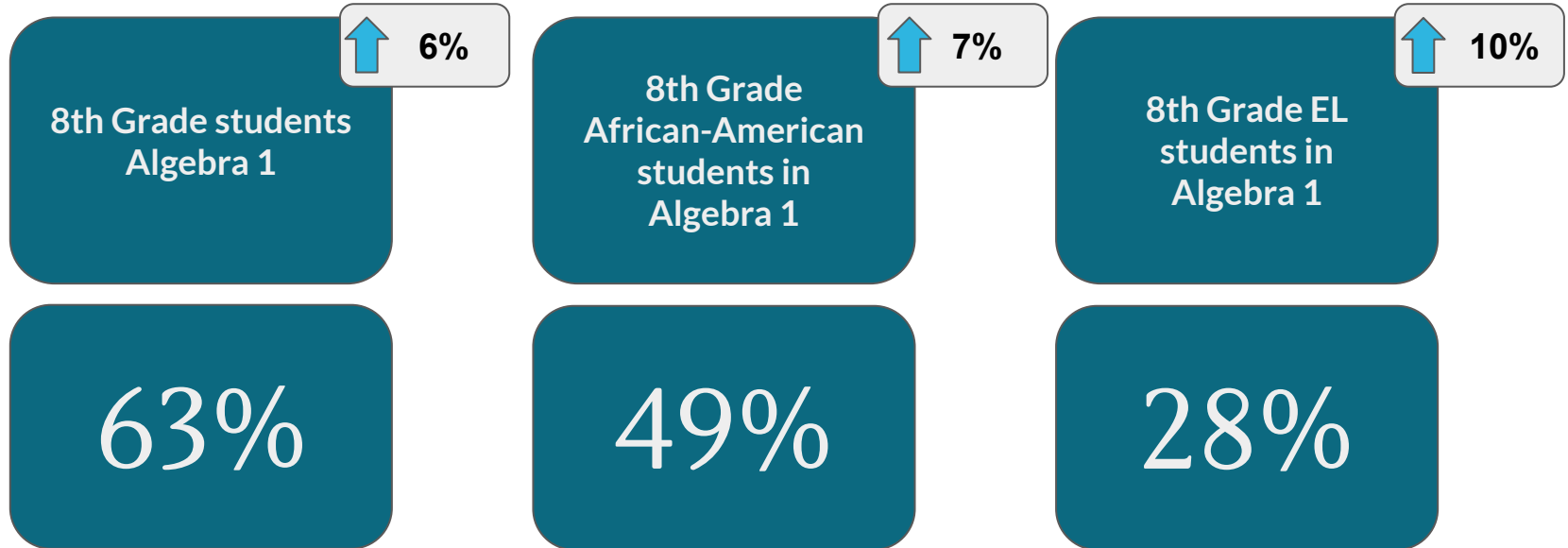
LBUSD student access to and success in postsecondary options will increase.

Black student access to and success in A-G completion will increase at least 5%, beginning with the 9th grade cohort.

Goal 3: Postsecondary Options



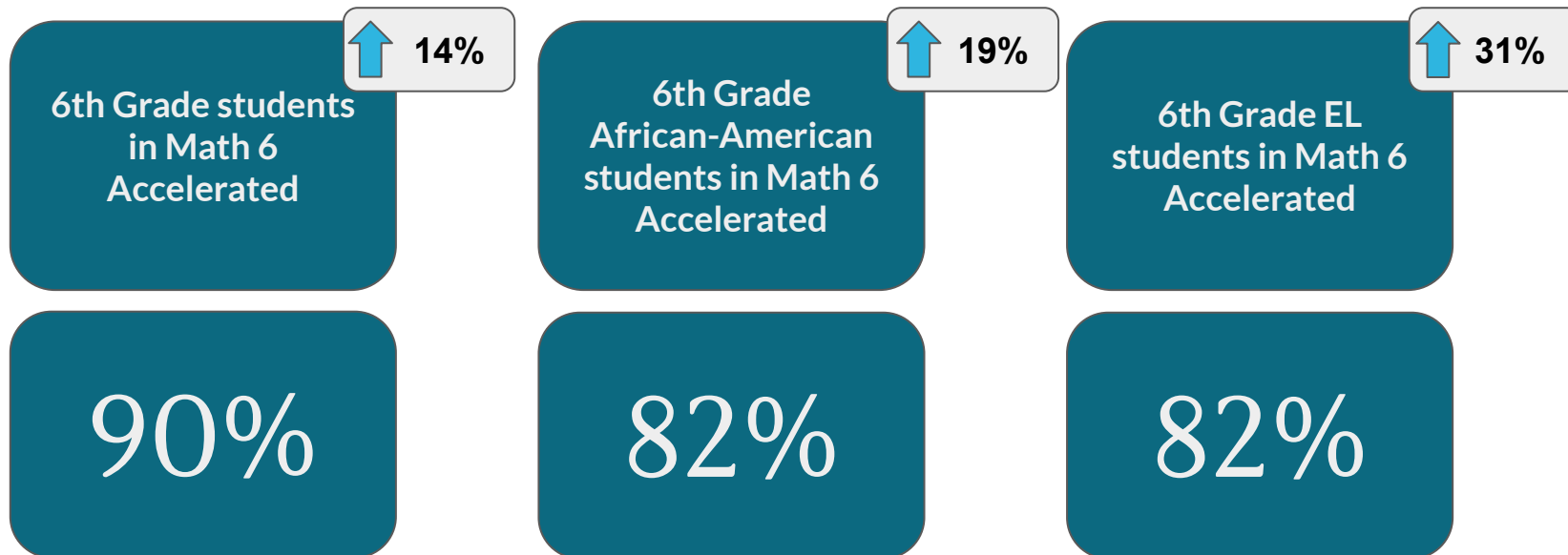
Early Indicators - Math 6 Accelerated and 8th Grade Algebra 1



Goal 3: Postsecondary Options



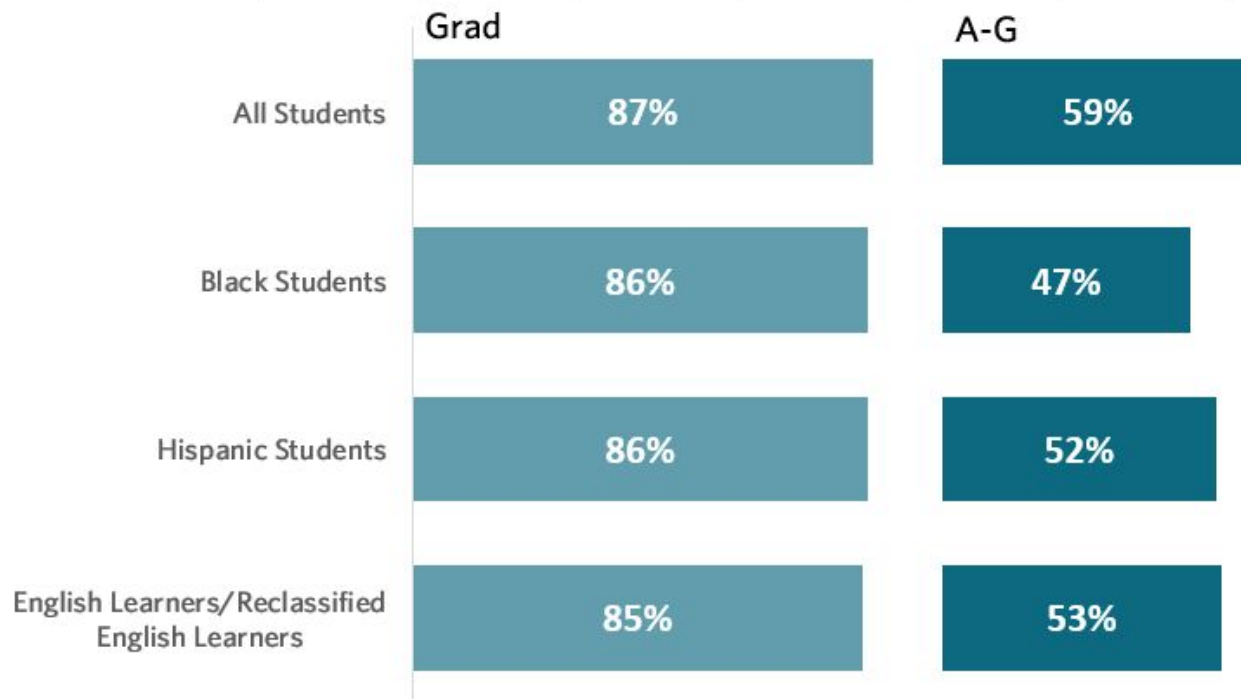
Early Indicators - Math 6 Accelerated and 8th Grade Algebra 1



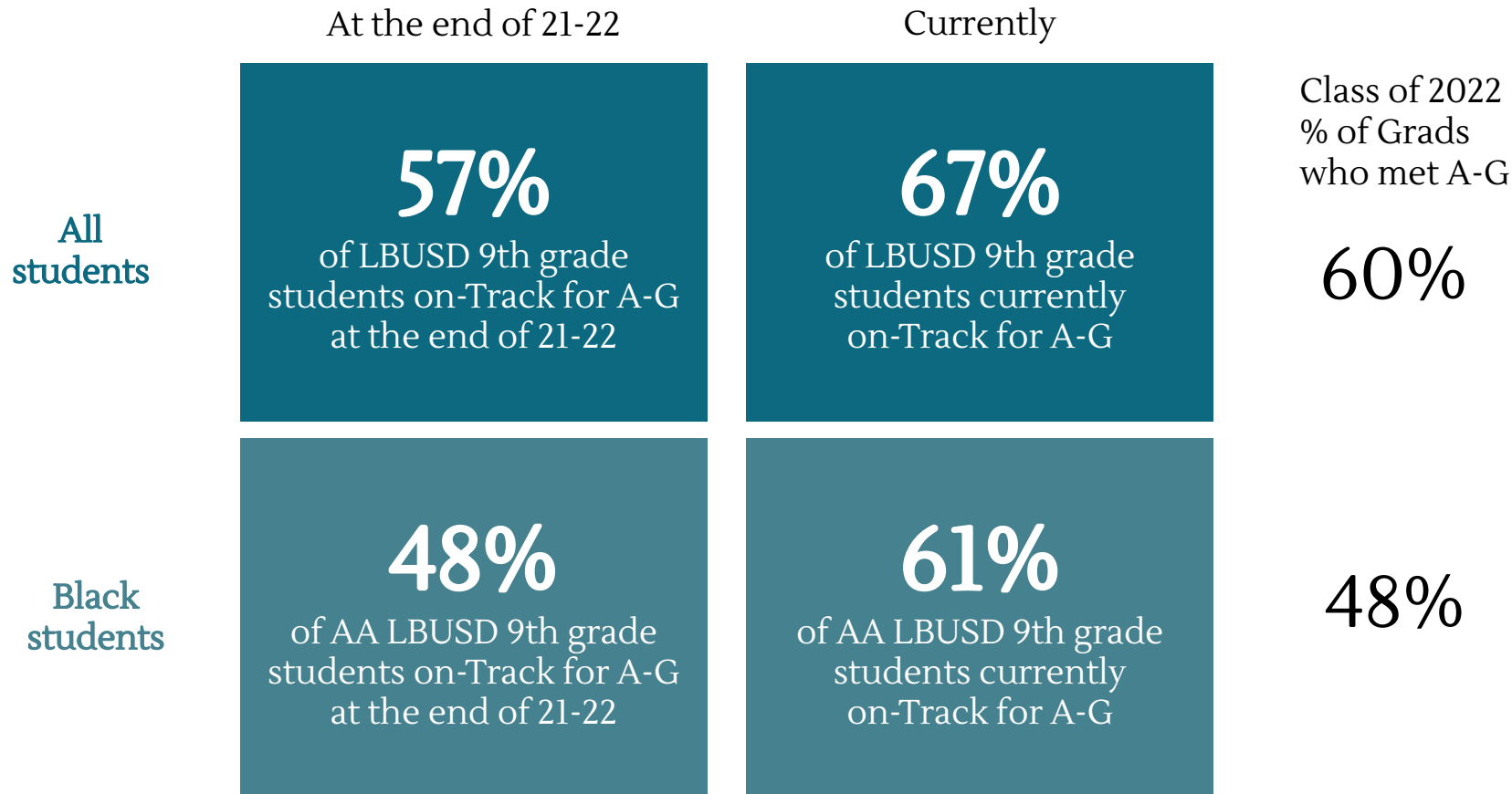
Goal 3: Postsecondary Options



Met A-G Class of 2019



Goal 3: Postsecondary Options



Goal 3: Postsecondary Options



A-G on or off track by number of areas missing



Alignment to State Assessments

i-Ready to SBAC Correlations

.81 - .84

Correlation between i-Ready reading scores and ELA scores on SBAC

.85 - .89

Correlation between i-Ready math scores and MATH scores on SBAC

Mid On
Grade
Level

Students scoring mid on grade level on the diagnostic have a high probability of achieving proficiency on the SBAC

i-Ready to SBAC Crosswalk

Subject	Grade Level	SBA Achievement Levels			
		Level 1	Level 2	Level 3	Level 4
Reading	Grade 3	100–495	496–534	535–564	565–800
	Grade 4	100–524	525–557	558–587	588–800
	Grade 5	100–540	541–573	574–610	611–800
	Grade 6	100–549	550–590	591–634	635–800
	Grade 7	100–556	557–596	597–641	642–800
	Grade 8	100–564	565–607	608–657	658–800
Mathematics	Grade 3	100–428	429–447	448–470	471–800
	Grade 4	100–443	444–470	471–492	493–800
	Grade 5	100–464	465–489	490–507	508–800
	Grade 6	100–475	476–502	503–521	522–800
	Grade 7	100–480	481–509	510–531	532–800
	Grade 8	100–494	495–521	522–542	543–800

All users of this research must understand that this crosswalk represents the relationship between scores based on an aggregate analysis. Individual students' estimated scores may vary from the crosswalk table due to factors that include exposure to different instructional strategies and learning standards, varying levels of test-taking motivation, the makeup of the tests themselves, and the standard errors of measurement of both assessments.

Qualitative Data Measures


The Importance of Student Voice

Looking at the results of the pulse survey for your school, what inferences can you make regarding identity, sense of belonging and agency?

In relation to identity, sense of belonging and agency, what would make school better for you or your peers right now?


What opportunities can you imagine for collaboration / learning together (with adults) to respond and plan to improve student belonging, agency and identity at your school?

If we want (our graduate portrait) to be true for graduates, what skills, knowledge and mindsets will all adults possess to support students?



RSVP @ MILLIKAN
12/8/2022

IDENTITY, AGENCY & SENSE OF BELONGING
One of the focus areas of RSVP is discussing identity, agency and belonging as a part of LEUSD's work on Social-Emotional Learning.



Self-awareness:
Acknowledging their current condition
Knowledge of potential
Knowledge of ancestral history
Knowledge of how they are perceived by others and society

Students feel accepted, respected, and included in the school / group
School emphasis on building student-teacher relationships is evident
Students' and adults' cognitive, social, and emotional well-being is prioritized
School strives to improve students' academic motivation and achievement

All student leadership groups equally represent the population of the school
Platform for students to share their voice on curricular and extracurricular activities
Students are monitoring their own grades and set goals for learning
Input is taken from multiple student groups on campus

PULSE SURVEY DATA (SEPT. 2022)

Category	Percentage	Change
Agency	82%	+3 (from 79%)
Belonging	76%	+5 (from 71%)
Identity	85%	+1 (from 84%)

2,738 responses

STUDENT VOICES
Pulse Survey- Student Reflections

"I appreciate some of my teachers who open up the world for me and introduce different perspectives."
"Students have open minds."

"I had an adult recruit me into joining ASB this year. It has changed my life as it gave me a new sense of belonging and community."

Student Ideas

Uniforms: Can there be a committee or focus group about Millikan's uniforms. It can stifle identity, expression and sense of belonging.

I think that Millikan should have more cultural events and promote these events better. Students should take initiatives/ideas to adults.

Schools can provide more support and check-ins for underrepresented and struggling groups.

There should be more options to switch classes.

Can we have more experiences in the community, especially experiences that relate to my pathway, including internships.

Have more colleges come to Millikan and have more trips to colleges.


To have a stronger voice, schools should have a diversity committee where adults and students work together to share strategies for improvement.

AVID classes for Spanish speakers would improve achievement and belonging.

Ideal Supportive Adults...

- Consider that students learn differently... I can't change how I learn.
- Be empathetic and compassionate to students with disabilities and mental health challenges.
- Understand that students are trying to balance school, work, family, sports, socials, and other commitments.

Student Reps: Sydney Fast, Addison Lindstrom, Julian Vega, Sallie McKay, Malaika Phiri

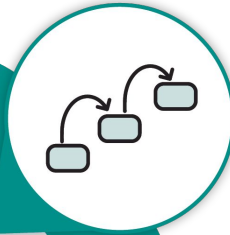


Accelerating Learning

**Great Teachers
and Leaders**

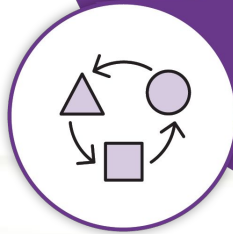


**Prerequisites and
Scaffolding Strategies**



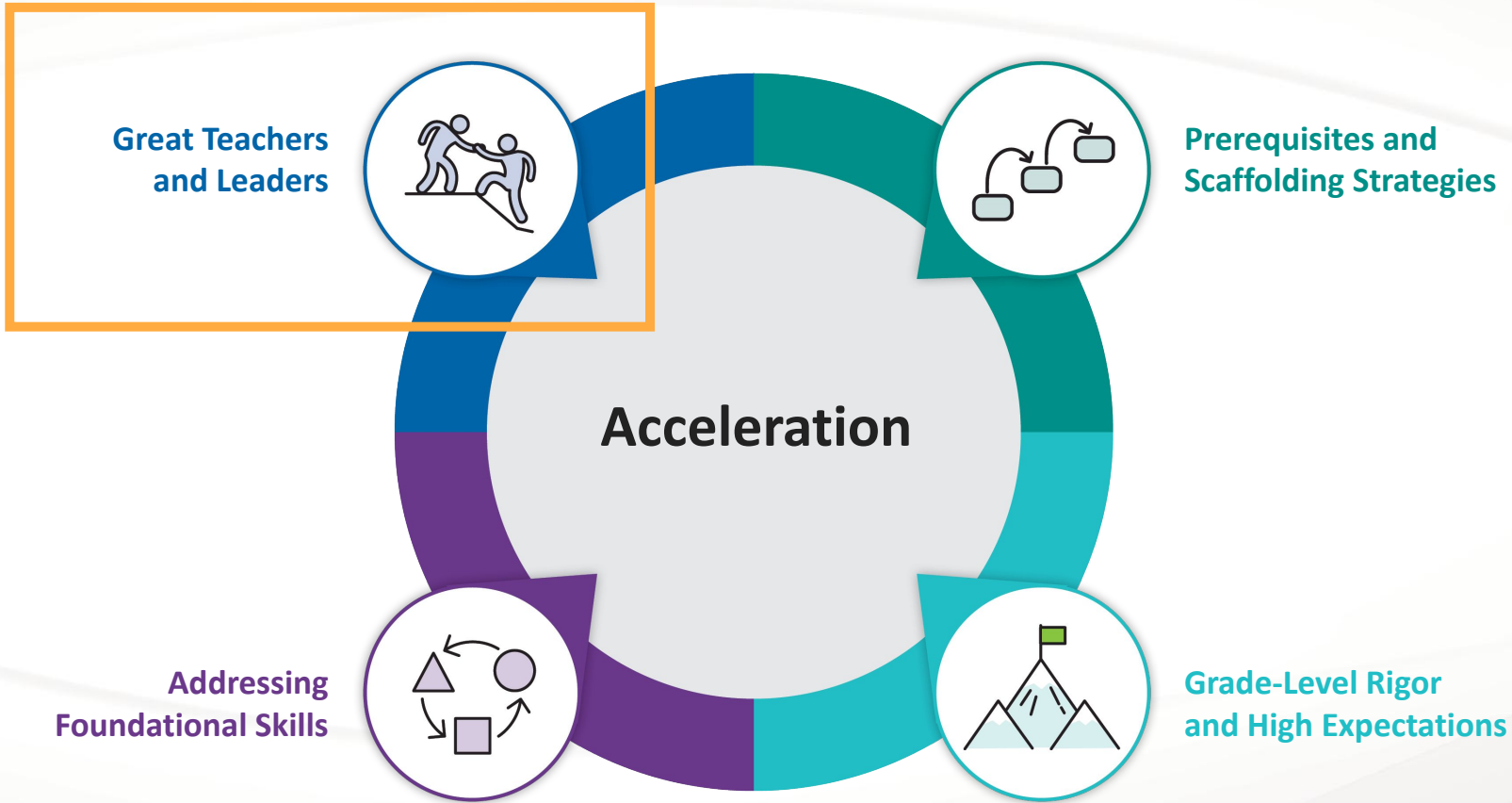
Acceleration

**Addressing
Foundational Skills**



**Grade-Level Rigor
and High Expectations**

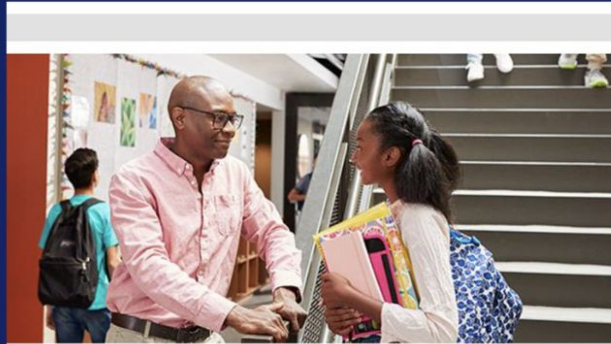




Principal Leadership



- Research indicates that school leader quality is the second most important school factor in a child's academic success.
- Principals contribute up to 25% of student achievement, while teachers contribute up to 33%.
- The difference between an average and an above average principal can impact student achievement by as much as 20 percentage points.
- “It is the combination of highly effective teaching with highly capable school leadership that will change outcomes for children in our schools – not one or the other – but both.” (Rainwater Leadership Alliance)



RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Jason A. Grissom
VANDERBILT UNIVERSITY

Anna J. Egalite
NORTH CAROLINA STATE
UNIVERSITY

Constance A. Lindsay
UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL

February 2021

Commissioned by
Wallace

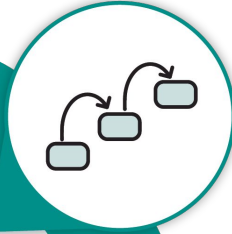
How Do Principals Affect Students and Schools? A New Synthesis and Its Implications

<https://www.wallacefoundation.org/news-and-media/blog/pages/yes-principals-are-that-important.aspx>

**Great Teachers
and Leaders**

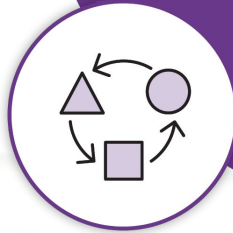


**Prerequisites and
Scaffolding Strategies**



Acceleration

**Addressing
Foundational Skills**



**Grade-Level Rigor
and High Expectations**

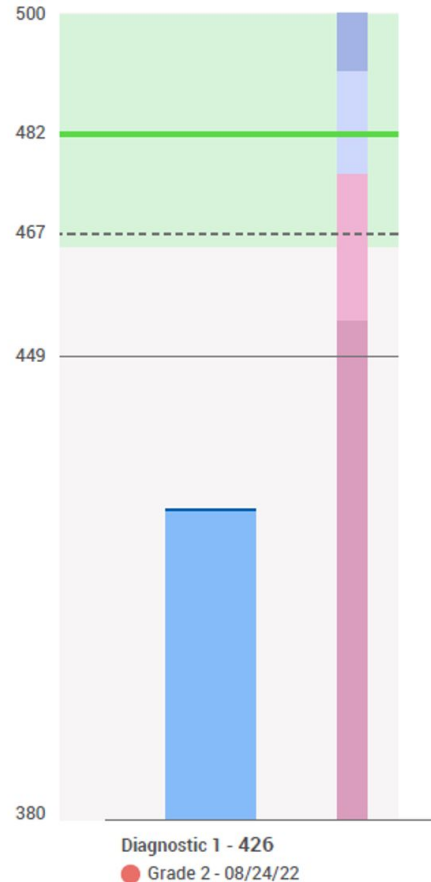


Access to Grade Level Content

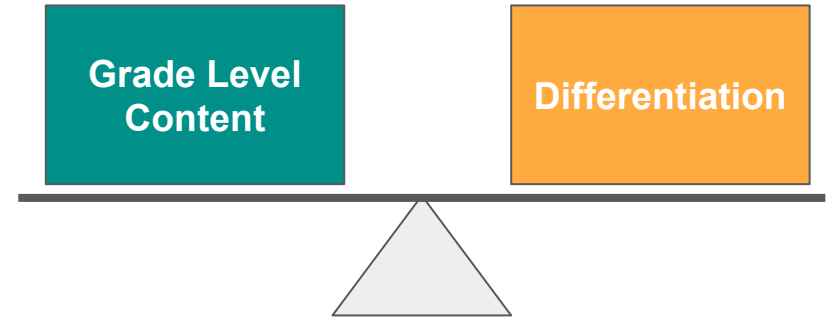


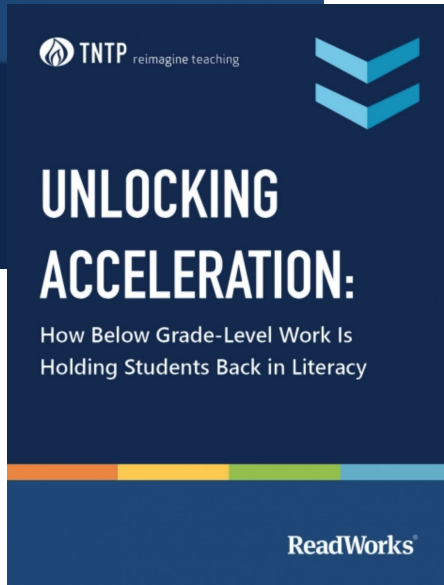
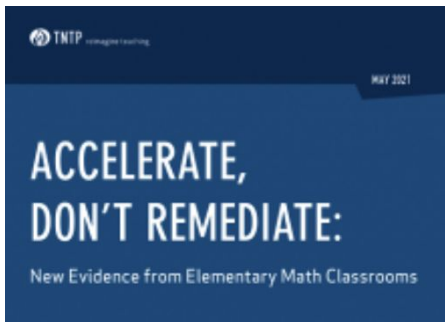
Graph Key

- Mid On Grade Level (482)
 - On Grade Level (465- 526)
 - Stretch Growth (467)
 - Typical Growth (449)
- State Test Proficient
- Level 4 (>491)
 - Level 3 (476 - 490)
- State Test Not-Proficient
- Level 2 (454 - 475)
 - Level 1 (<453)



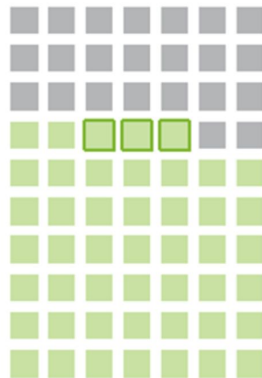
The Dilemma





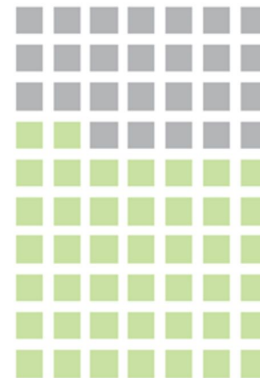
QUESTIONS ON 10
BELOW GRADE-LEVEL ASSIGNMENTS

Students
answered
68.2%
of questions
correctly.



QUESTIONS ON 10
GRADE-LEVEL ASSIGNMENTS

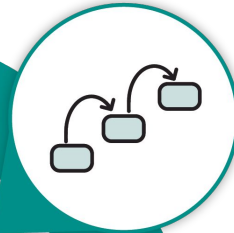
Students
answered
63.4%
of questions
correctly.



Great Teachers
and Leaders

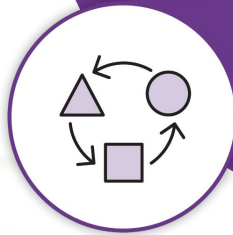


Prerequisites and
Scaffolding Strategies



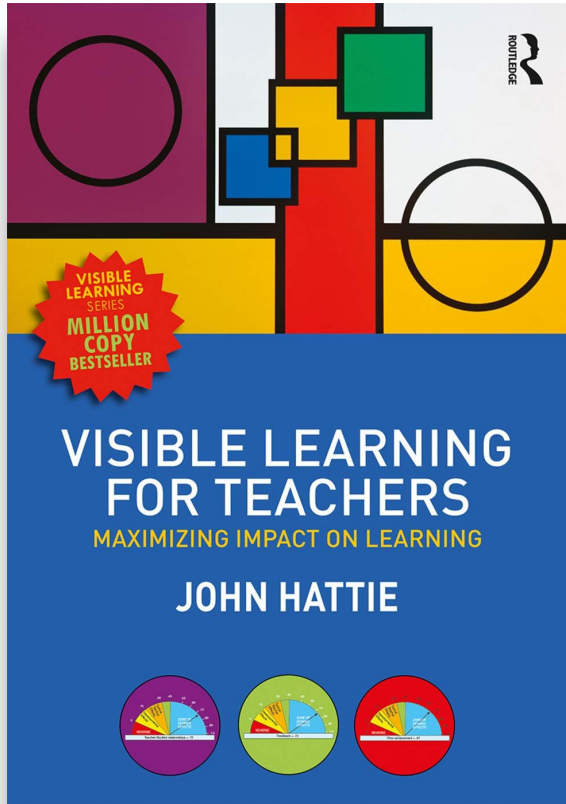
Acceleration

Addressing
Foundational Skills



Grade-Level Rigor
and High Expectations





Student Learning Strategies



Factors relating to self-regulation, student perspectives, and learning strategies.

- .93 - Teachers implementing a prerequisite strategy
- .82 - Scaffolding
- .82 - Classroom discussions

Scaffolding and Support Examples

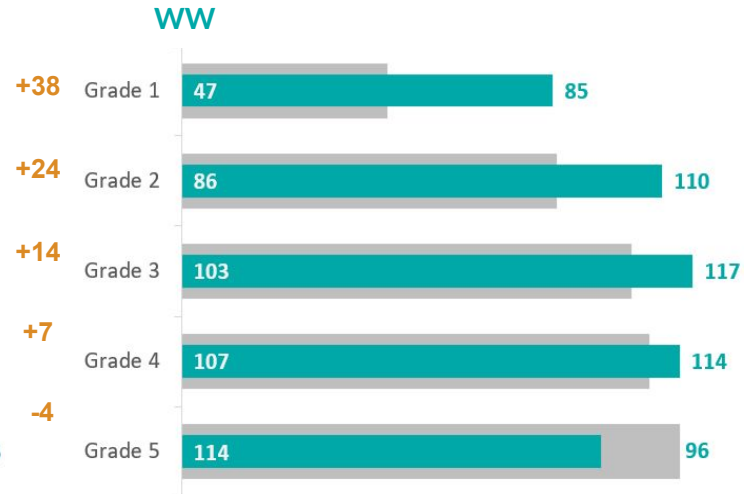
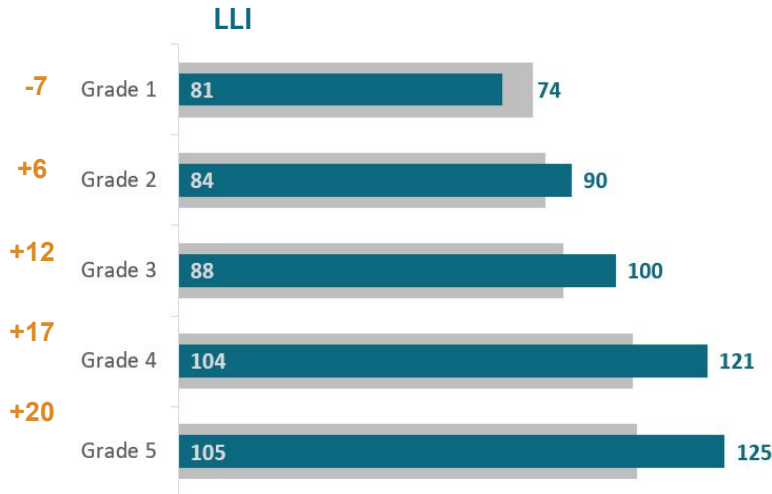


67%

Median Typical Growth achieved when students have **30+ mins of instruction** and **≥ 70% lessons passed** (Students included: 534)
**District median growth: 59%*

88%

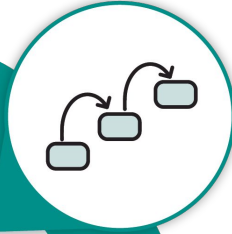
Median Typical Growth achieved when students have **30+ mins of instruction** and **≥ 70% lessons passed** (Students included: 671)
**District median growth: 75%*



Great Teachers
and Leaders

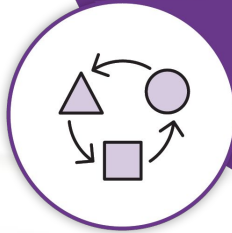


Prerequisites and
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Acceleration

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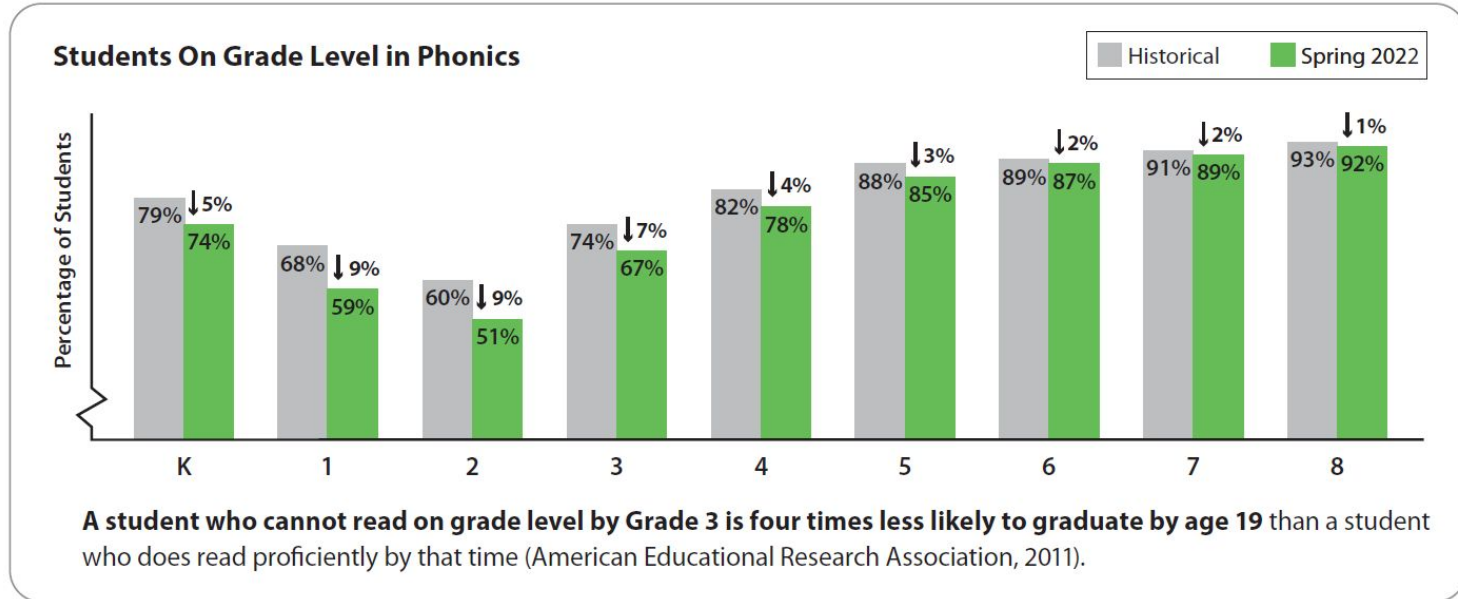
Grade-Level Rigor
and High Expectations



Student Phonics Proficiency

Across grade levels, student performance in Phonics dipped during the pandemic, and it is not recovering.

If your school or district is seeing your students struggle in Phonics, you are not alone. This echoes the story we see in national *i-Ready* data.



Board Workshop March 2023

Student Outcomes Mid-year Update

Questions