Board Goals 1 & 2:

Mid-year Data Monitoring

02/20/24

Board of Education Goals

Goal 1 Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2 Reading: Acceleration

The percentage of students in Grades 4–8 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC–English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3 Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A–G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4 College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A–G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028.

Board of Education Guardrails

▶ **The Superintendent may not allow** resources to be allocated without evidence of their equitable distribution aligned with the Excellence & Equity board policy.

▶ **The Superintendent may not allow** major district-wide initiatives to go forth without engaging students of color and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

▶ **The Superintendent may not allow** implementation or adoption of any classroom curricula or programming that does not prioritize educational and racial equity.

Adopted: November 1, 2023

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

Goals, Interim Goals & Leading Indicators

Board Goals - aspirational, ambitious long-term goals for 2027-28

Interim Goals - near-term leading indicators of progress toward Board Goals; should be predictive of goals and used to track progress towards ultimate goal

Leading Indicators - predictive measurements in our control that lead to our hoped-for success; can be student data but also adult or student behaviors or actions that can impact goal outcomes

3

Goal 1
Reading: Proficiency

Goal 1 Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

- English Language Arts SBAC results available each summer

- Students take SBAC for first time in Grade 3

- **Leading Indicators are needed**

  - i-Ready Reading **Placement**

  - Foundational Reading Skills

Goal 1 Reading: Proficiency

Target cohort: Students who will be in Grade 3 in 2027-28

Data Available

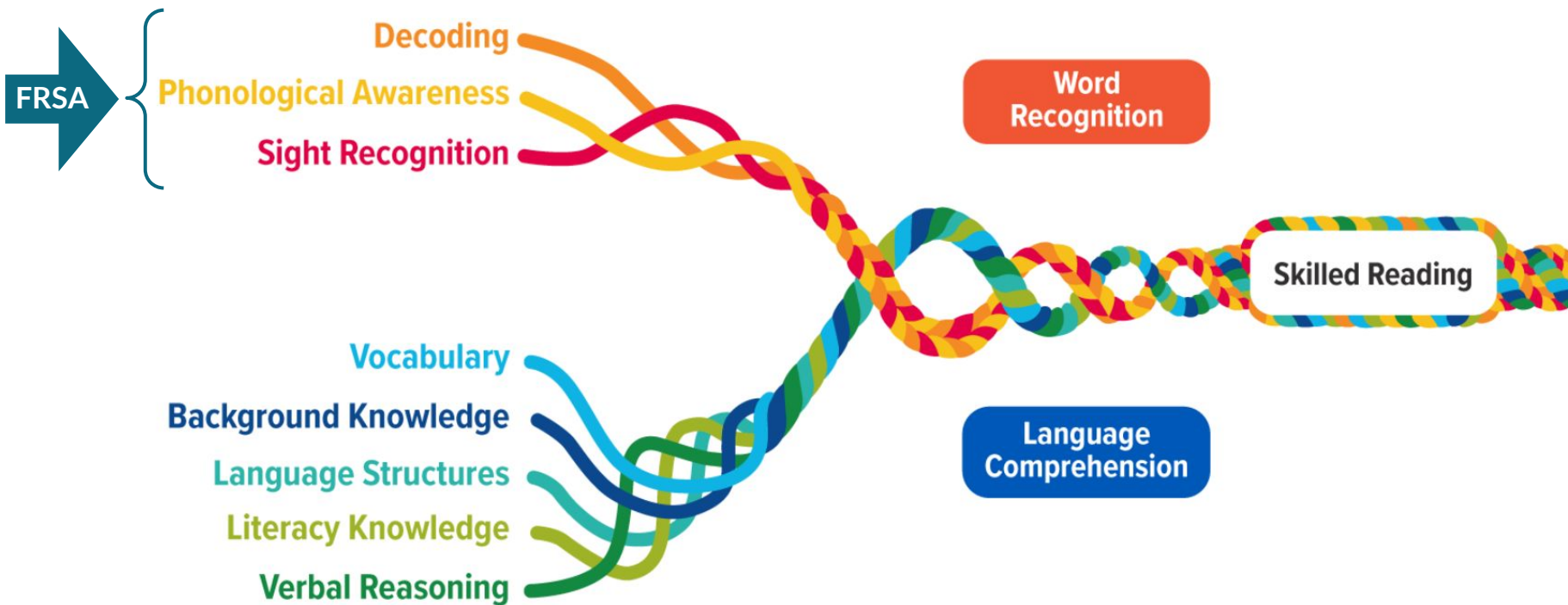| CURRENT	2023-24	2024-25	2025-26	2026-27	2027-28
TK-level students	TK FRSA	K FRSA	**Gr 1 FRSA & i-Ready**	**Gr 2 FRSA & i-Ready**	**Gr 3 i-Ready & SBAC**

Target goal:
70%
Meet/Exceed
on SBAC

Learning Conditions for Literacy

- Equitable access to high quality instruction in primary classrooms for all LBUSD students

- Well-designed classrooms that are developmentally appropriate

- Professional development for all staff that includes culturally-responsive pedagogy

- Kindergarten to 2nd grade reading routines

Reading Framework: Scarborough's Rope

FRSA → { Decoding, Phonological Awareness, Sight Recognition } → **Word Recognition**

Vocabulary, Background Knowledge, Language Structures, Literacy Knowledge, Verbal Reasoning → **Language Comprehension**

Skilled Reading

Modified from Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy. New York, NY: Guilford Press
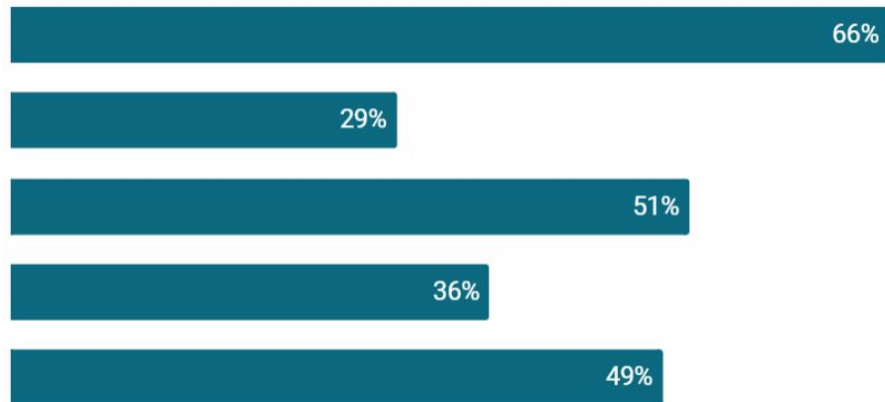
TK Foundational Reading Skills

2023-24 Data monitoring

By the end of TK,
students should be able to:

% of TK who are currently
meeting standards

- Name more than half upper and lower case letters — 66%
- Recognize some common words — 29%
- Orally blend sounds together — 51%
- Orally break apart sounds in words — 36%
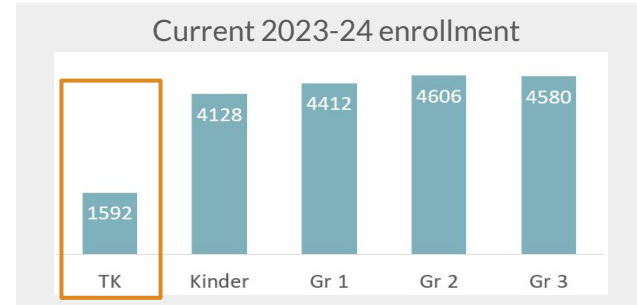- Recognize letters have sounds — 49%

TK FRSA Data Considerations

1) TK not fully representative of cohort

1,592 students enrolled in TK

This only represents approximately 1/3 of the students who will be in the target cohort

Current 2023-24 enrollment

Grade	Enrollment
TK	1592
Kinder	4128
Gr 1	4412
Gr 2	4606
Gr 3	4580

TK students are:	TK		Compared to the District
- less likely to be Low SES	54%	vs	60%
- slightly less likely to be Black/African American	10%	vs	12%
- slightly more likely to be White	14%	vs	12%
- slightly less likely to be in Special Education	12%	vs	14%

2) Changes are coming from the state this summer to literacy standards and teaching performance expectations. FRSA will be realigned to reflect these changes.

What other student data can we monitor to know if we are on-track to meet Goal 1 in 2027-28?

We should explore:

- our current school year: 2023-24

- time of year: mid-year

- current students: K - 3

- relevant & available data: i-Ready Reading   Gr 1-3

                                           FRSA   Gr K-2

Goal 1 Reading: Proficiency

2023-24 Data monitoring: FRSA & i-Ready across grade levels

CURRENT	2023-24
TK students	TK FRSA
Kinder students	**K FRSA**
Grade 1	**Gr 1 FRSA** & i-Ready
Grade 2	**Gr 2 FRSA** & i-Ready
Grade 3	Gr 3 i-Ready & SBAC

2023-24
TK FRSA
K FRSA
Gr 1 FRSA & **i-Ready**
Gr 2 FRSA & **i-Ready**
Gr 3 i-Ready & SBAC

2023-24
TK FRSA
K FRSA
Gr 1 FRSA & i-Ready
Gr 2 FRSA & i-Ready
Gr 3 i-Ready & SBAC

Goal 1 Reading: Proficiency

2023-24 Data monitoring: K-2 FRSA

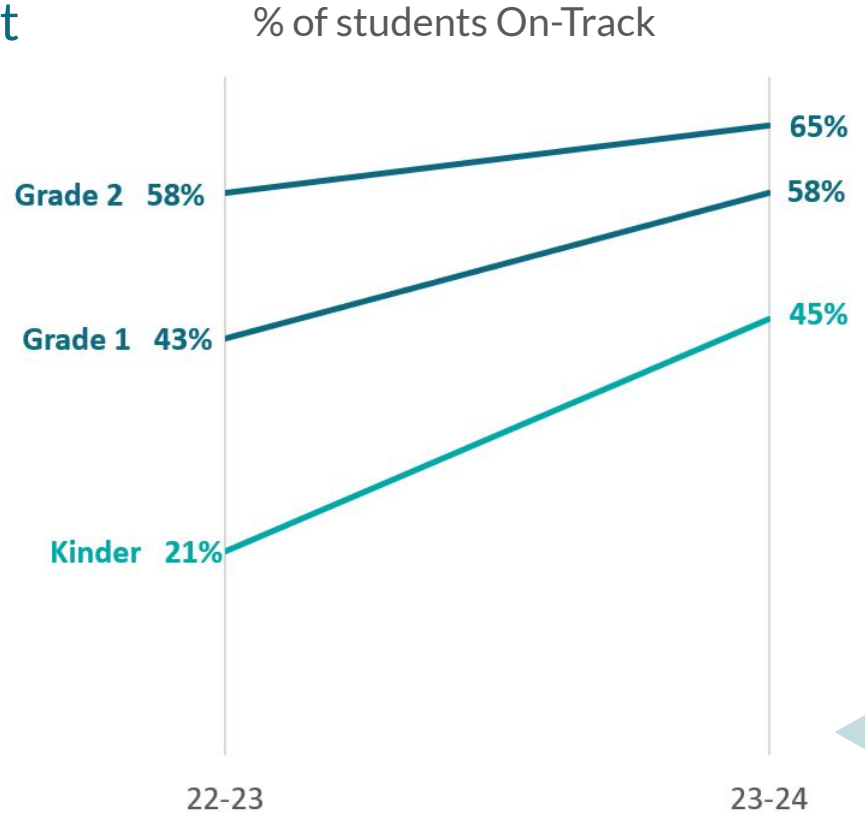| CURRENT	2023-24
TK students	TK FRSA
Kinder students	**K FRSA**
Grade 1	**Gr 1 FRSA** & i-Ready
Grade 2	**Gr 2 FRSA** & i-Ready
Grade 3	Gr 3 i-Ready & SBAC

Goal 1 Leading Indicator: FRSA

Foundational Reading Skills Assessment

Grades K, 1 & 2 all showed increases in the % of students on-track.

Kindergarten had the fewest students on-track at this time in 22-23, however **doubled this number in 23-24.**

Collaboration with TK and K teachers to have updated cut points allows us to more accurately represent "on-track" for what has been taught.

% of students On-Track

Grade 2 58% → 65%
Grade 1 43% → 58%
Kinder 21% → 45%

22-23   23-24

Goal 1 Reading: Proficiency

2023-24 Data monitoring: Grades 1-2 i-Ready

CURRENT	2023-24
TK students	TK FRSA
Kinder students	K FRSA
Grade 1	**Gr 1** FRSA & **i-Ready**
Grade 2	**Gr 2** FRSA & **i-Ready**
Grade 3	Gr 3 i-Ready & SBAC

i-Ready as a Goal 1 Leading Indicator

Correlations can range from -1 (strong negative) to +1 (strong positive)

A correlation of **.7 and higher** indicates a strong and positive relationship

- **LBUSD correlations between Grade 3 students' i-Ready Diagnostic 3 and ELA SBAC Scaled Scores ranged from .70 to .84 across all student groups**

- **Students who perform well on the i-Ready Diagnostics are likely to perform well at the end-of-year summative Smarter Balanced Assessments across all subgroups**

Measuring placement & growth at each Diagnostic Window
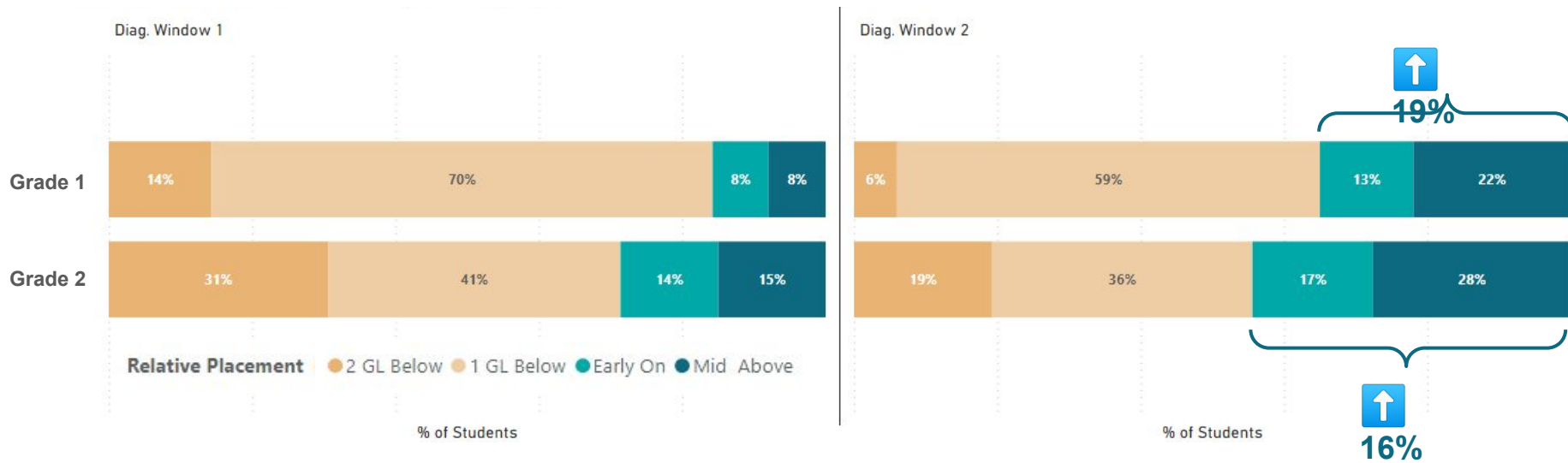
Goal 1: i-Ready Placement for Grades 1 & 2

Reading

At Diagnostic 2, **Grade 1** had 19% additional students at & above grade level, while **Grade 2** had 16% additional students.

The percent of students two grade levels below decreased considerably from D1 to D2.

Goal 1 Reading: Proficiency

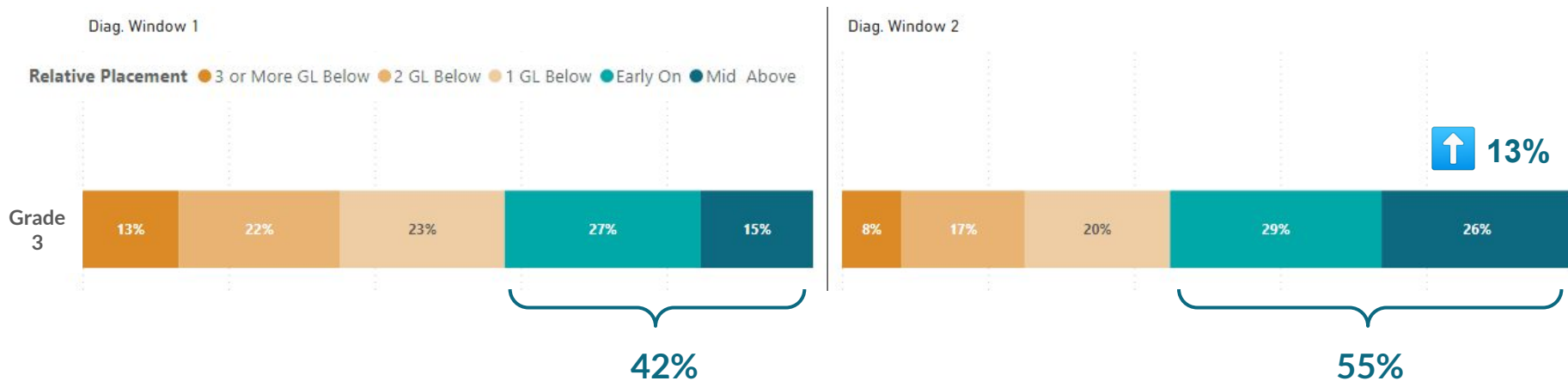## 2023-24 Data monitoring: Grade 3 i-Ready

CURRENT	2023-24
TK students	TK FRSA
Kinder students	K FRSA
Grade 1	Gr 1 FRSA & i-Ready
Grade 2	Gr 2 FRSA & i-Ready
Grade 3	**Gr 3 i-Ready** & SBAC

Goal 1 Leading Indicator: i-Ready Placement

Reading

13% more students are At or Above Grade Level Standards during the 2nd diagnostic

Diag. Window 1

Relative Placement ● 3 or More GL Below ● 2 GL Below ● 1 GL Below ● Early On ● Mid Above

Diag. Window 2

⬆ **13%**

Grade 3	13%	22%	23%	27%	15%

42%

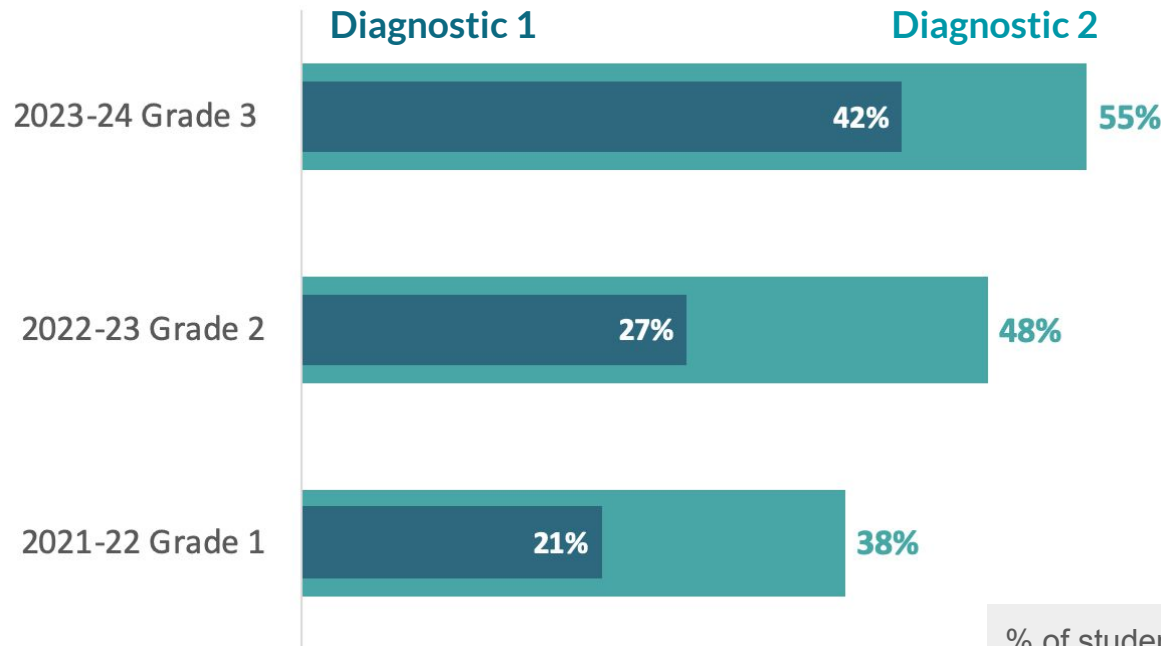| 8%	17%	20%	29%	26%

55%

Although this is a moderate increase, the proportion of Grade 3 students who began the year At or Above Grade Level was sizable.

How does this compare to how these same students did at D1 and D2 in Grades 1 & 2?

20

Goal 1: i-Ready Placement

More students were at/above grade level while in Grade 3 in 23-24 at **D1** and **D2** than they were during while in Grades 1 and 2 during 21-22 and 22-23.

	Diagnostic 1	Diagnostic 2
2023-24 Grade 3	42%	55%
2022-23 Grade 2	27%	48%
2021-22 Grade 1	21%	38%

% of students categorized as "At" or "Above" Grade Level (Grade 3 cohort looking backward)

Goal 2
Reading: Acceleration

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Goal 2 Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the "Not Met" achievement level in the prior year who meet the scaled score growth target on the state SBAC - English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

- **A Leading Indicator is needed**
  - i-Ready Reading **Growth** for students who scored **Not Met** on SBAC the prior year
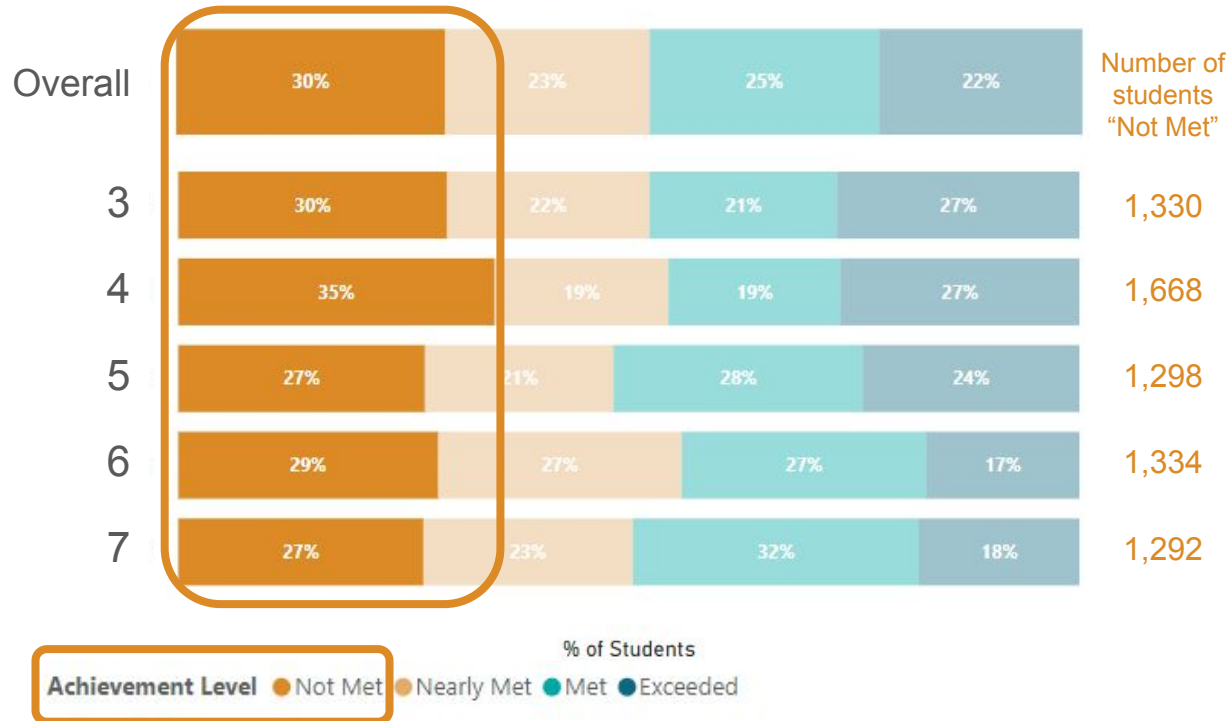
Goal 2 Reading: Acceleration

Monitor Grades 4 - 8 annually

CURRENT	2023-24	2024-25	2025-26	2026-27	2027-28
Grade 8	Grade 8	–	–	–	–
Grade 7	Grade 7	Grade 8	–	–	–
Grade 6	Grade 6	Grade 7	Grade 8	–	–
Grade 5	Grade 5	Grade 6	Grade 7	Grade 8	–
Grade 4	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Grade 3	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Grade 2	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Grade 1	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Grade K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4

How many students scored **Not Met** on SBAC the prior year?

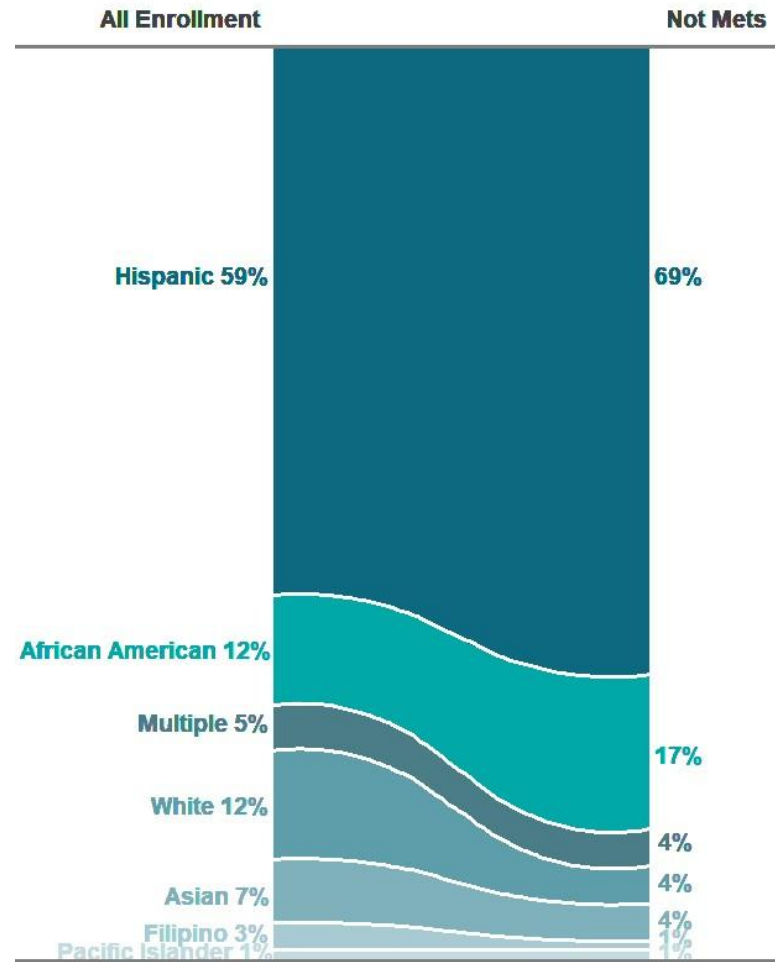6,922 students across five grade levels - approximately 3 out of 10 students

	Not Met	Nearly Met	Met	Exceeded	Number of students "Not Met"
Overall	30%	23%	25%	22%	
3	30%	22%	21%	27%	1,330
4	35%	19%	19%	27%	1,668
5	27%	21%	28%	24%	1,298
6	29%	27%	27%	17%	1,334
7	27%	23%	32%	18%	1,292

% of Students

Achievement Level ● Not Met ● Nearly Met ● Met ● Exceeded

Which students scored **Not Met** on SBAC the prior year?

More likely to score Not Met

Hispanic: +10%
African American: +5%
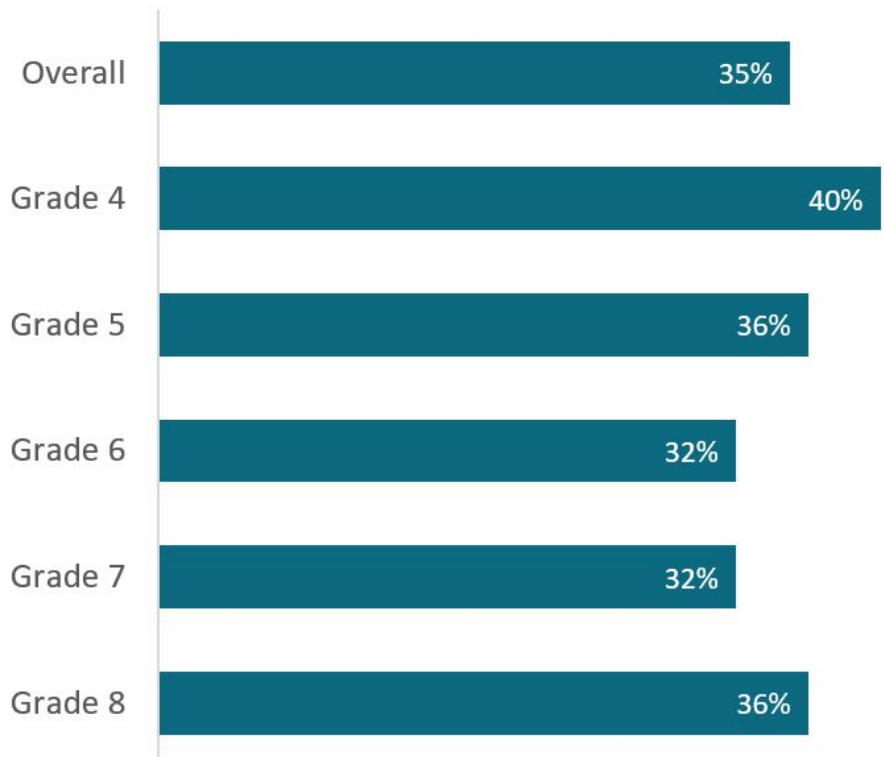
Less likely to score Not Met

Multiple ethnicities: -1%
White: -8%
Asian: -3%
Filipino: -2%

All Enrollment | Not Mets

Hispanic 59% — 69%
African American 12% — 17%
Multiple 5% — 4%
White 12% — 4%
Asian 7% — 4%
Filipino 3% — 1%
Pacific Islander 1% — 1%

Of students scoring "Not Met" on SBAC the prior year, **35% met Accelerated Growth**

Overall	35%
Grade 4	40%
Grade 5	36%
Grade 6	32%
Grade 7	32%
Grade 8	36%

Questions & Comments

RESEARCH
& School Improvement
LONG BEACH UNIFIED SCHOOL DISTRICT

Reference / Glossary

ELA - English Language Arts
FRSA - Foundational Reading Skills Assessment   District Assessment given to students in Grade TK to Grade 3 to assess their knowledge of foundational reading skills.

i-Ready
      The i-Ready Diagnostic is an adaptive assessment that adjusts questions to suit students' needs.
      The i-Ready Diagnostics are administered three times per year for students in grades 1 - 8 plus English Learners in Kindergarten & grades 9-12:
            Diagnostic Windows 1, 2, & 3 (D1, D2, D3)
            Assessments given at the start of the school year, mid-year, and during the Spring semester

Low SES - Low Socioeconomic Status   Students identified as receiving free-reduced price meals, foster youth, homeless students, students participating in the Migrant program, or students with parent education level less than high school graduate. Students would only be counted once, regardless of identification method.
SBAC - Smarter Balanced Assessment Consortium (pronounced "S-Back")   State Assessment given to students in Grade 3 to Grade 8 and Grade 11 to assess their knowledge of ELA and Math standards.
TK - Transitional Kindergarten   Prekindergarten program for age-eligible 4-year old students. California is expanding the program to allow for all 4-year olds to access the program by Fall 2025.