



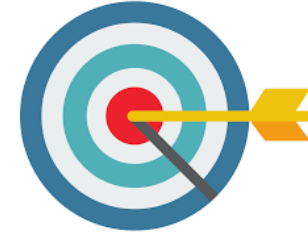
Proficiency for All Overview

***District English Learner Advisory Committee
(DELAC) Meeting
Thursday, May 10, 2018***

**Carlen Powell, Administrator of Elementary Instruction
Eduardo Solorzano, Administrator of Middle School Instruction
P-12 Instruction
Division of Instruction**



Objectives



Participants will:

1. Understand the increased rigor expected of students in the new state standards and the Smarter Balanced Assessments
2. Be able to identify trends in the data
3. Learn about initiatives to improve district-wide performance



Shifts in the New State Standards

English Language Arts	Mathematics
• <u>Build knowledge</u> through content-rich text	• <u>Focus</u> on fewer topics to build stronger foundations
• Regular practice with <u>complex text</u> and academic vocabulary	• <u>Coherence</u> in topics and thinking across grades
• Reading and writing grounded in <u>evidence</u> from the text	• <u>Rigor</u> through conceptual understanding, procedural skills and fluency and application



Standards for Mathematical Practice

**Content
Standards**

**Practice
Standards**

- Habits of mind (persevere and precision)
- Reasoning and explaining
- Modeling and using tools
- Seeing structure and generalizing



Los Angeles Unified School District

Reaching New Heights: Accelerating the Pace

CA Standards Test (CST) vs Smarter Balanced Assessment (SBA)

CST

**Paper & Pencil
Multiple Choice**



SBA

**Computer Adaptive &
Enhanced
Open Ended**





CST vs. SBA Example

Grade 6 – Ratios and Proportional Relationships

CST

The weekly milk order for the Tranquility Inn includes 40 gallons of low-fat milk and 15 gallons of chocolate milk. What is the ratio of the number of low-fat gallons to chocolate gallons in the Tranquility Inn's weekly milk order?

- A 3:1
- B 5:1
- C 5:3
- D 8:3

SBA

A restaurant worker used 5 loaves of wheat bread and 2 loaves of rye bread to make sandwiches for an event.

- Write a ratio that compares the number of loaves of rye bread to the number of loaves of wheat bread.
- Describe what the ratio 7:2 means in terms of the loaves of bread used for the event.



Early Literacy Measure

- Measured using Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Phonemic awareness
 - Phonics
 - Reading fluency
 - Comprehension
- All students K-5/6 measured on a literacy benchmark at least three times per year



Early Literacy Initiatives

- Early Language and Literacy Plan
 - Skills-based instruction in flexible, small student groupings
 - Multiple measures to determine student need
 - Additional instructional materials to support student groupings
- New English Language Arts/English Language Development instructional materials



Early Literacy Data

Grade	Percent of Students in Each DIBELS Instructional Category at BOY and EOY, 2016-17							
	Students at <u>Well Below Benchmark Level</u>		Students at <u>Below Benchmark Level</u>		Students at <u>Benchmark Level</u>		Students at <u>Above Benchmark Level</u>	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Grade K	30%	18%	16%	16%	13%	28%	41%	38%
Grade 1	32%	23%	14%	10%	15%	19%	39%	48%
Grade 2	24%	19%	9%	11%	23%	19%	44%	51%
Grade 3	29%	25%	9%	11%	21%	24%	41%	40%
Grade 4	33%	21%	11%	14%	15%	21%	41%	44%
Grade 5	22%	19%	26%	16%	9%	18%	43%	47%



DIBELS NEXT PERFORMANCE OVER TIME

English Learner Students Attaining Grade-Level Benchmarks

Grade	Percent of EL students at/above DIBELS <u>benchmark</u> level				Percent of RFEP students at/above DIBELS <u>benchmark</u> level			
	15-16 BOY	15-16 EOY	16-17 BOY	16-17 EOY	15-16 BOY	15-16 EOY	16-17 BOY	16-17 EOY
Kinder	41%	59%	41%	60%	100%	99%	100%	99%
1 st Grade	39%	55%	38%	52%	89%	98%	86%	99%
2 nd Grade	34%	37%	31%	37%	95%	98%	95%	98%
3 rd Grade	28%	33%	23%	30%	91%	94%	89%	92%
4 th Grade	21%	34%	16%	33%	82%	91%	81%	93%
5 th Grade	11%	27%	11%	34%	65%	85%	69%	88%



DIBELS NEXT PERFORMANCE OVER TIME

English Learner Students Well Below Grade-Level Benchmarks

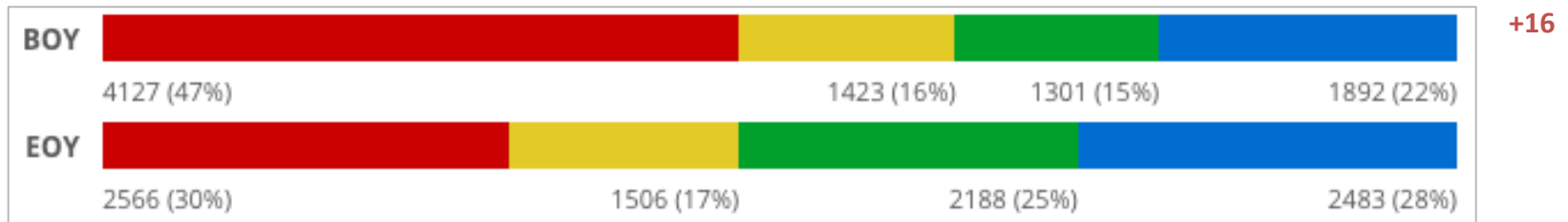
Grade	Percent of EL students at DIBELS <u>well below benchmark</u> level				Percent of RFEP students at DIBELS <u>well below benchmark</u> level			
	15-16 BOY	15-16 EOY	16-17 BOY	16-17 EOY	15-16 BOY	15-16 EOY	16-17 BOY	16-17 EOY
Kinder	41%	23%	41%	22%	0%	0%	0%	0%
1 st Grade	46%	31%	46%	34%	4%	1%	5%	0%
2 nd Grade	51%	42%	55%	43%	1%	0%	1%	0%
3 rd Grade	59%	49%	65%	52%	3%	1%	4%	2%
4 th Grade	65%	42%	71%	46%	7%	1%	8%	1%
5 th Grade	57%	48%	57%	44%	5%	2%	5%	2%



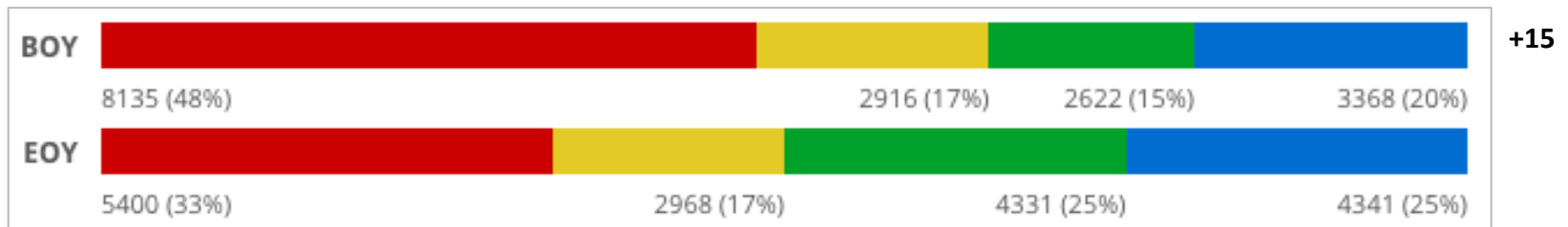
DIBELS Next Performance- ELLP Schools EL Students

K-2, BOY to EOY, 2016-17 SY

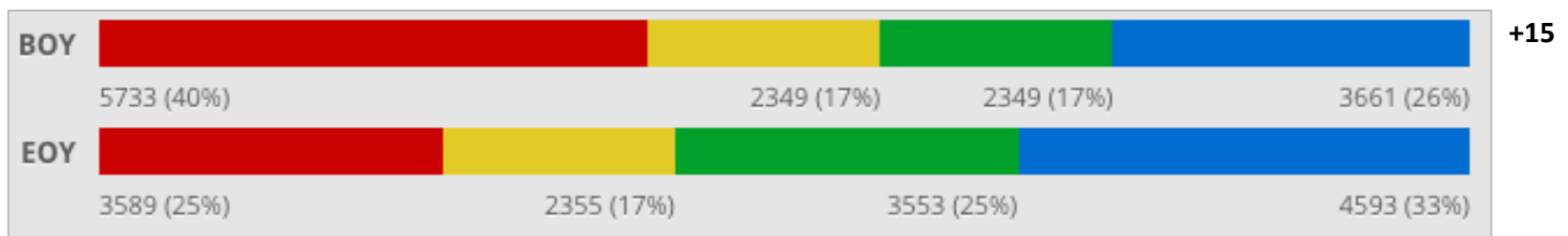
Cohort 1



Cohort 2



Non-ELLP Schools





DIBELS Next Performance- ELLP Schools Reclassified Students

K-2, BOY to EOY, 2016-17 SY

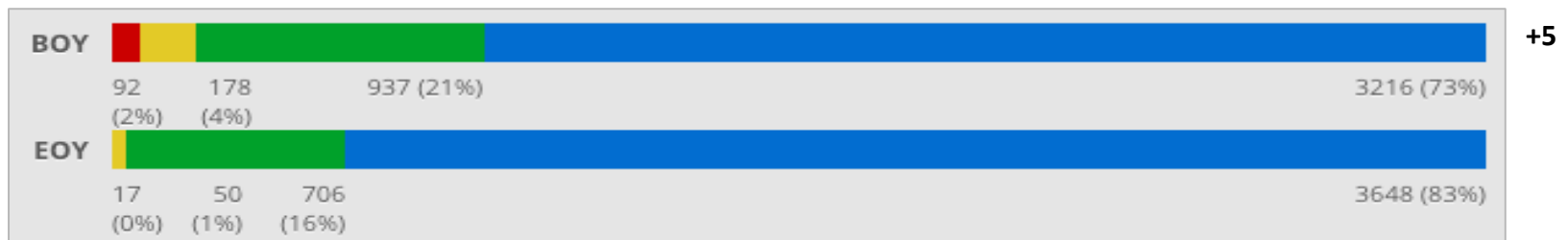
Cohort 1



Cohort 2



Non-ELLP Schools

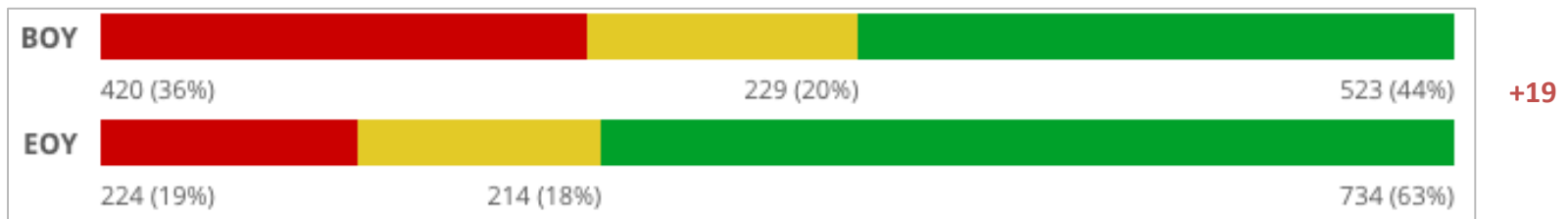




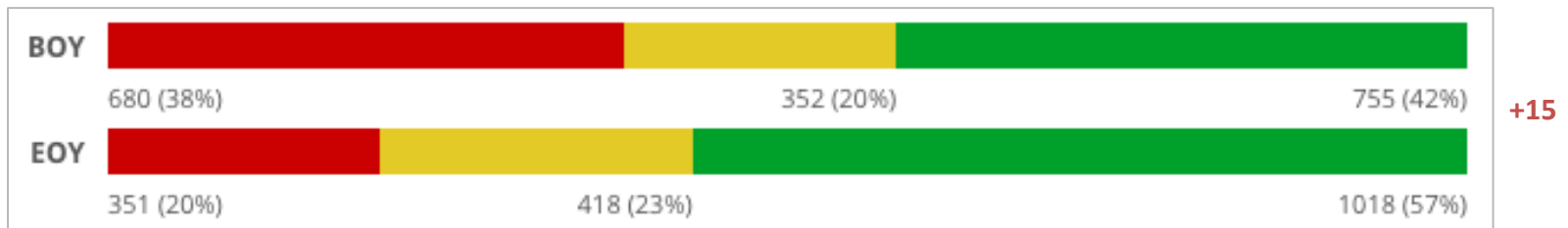
IDEL Performance- ELLP Schools

K-2, BOY to EOY, 2016-17 SY

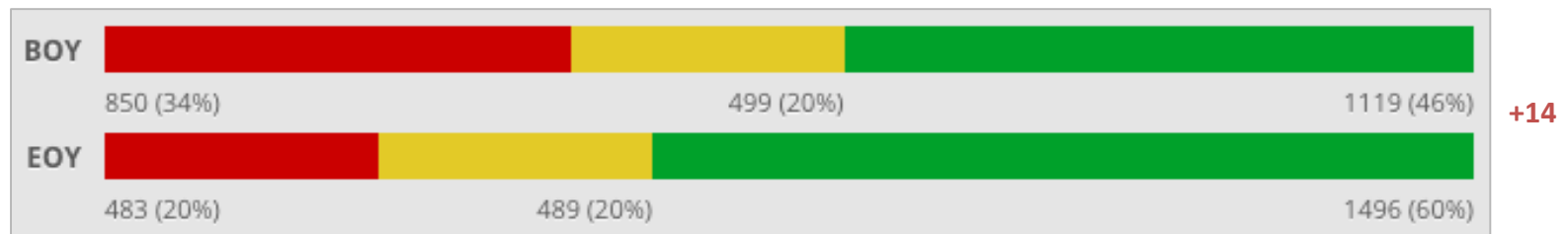
Cohort 1



Cohort 2



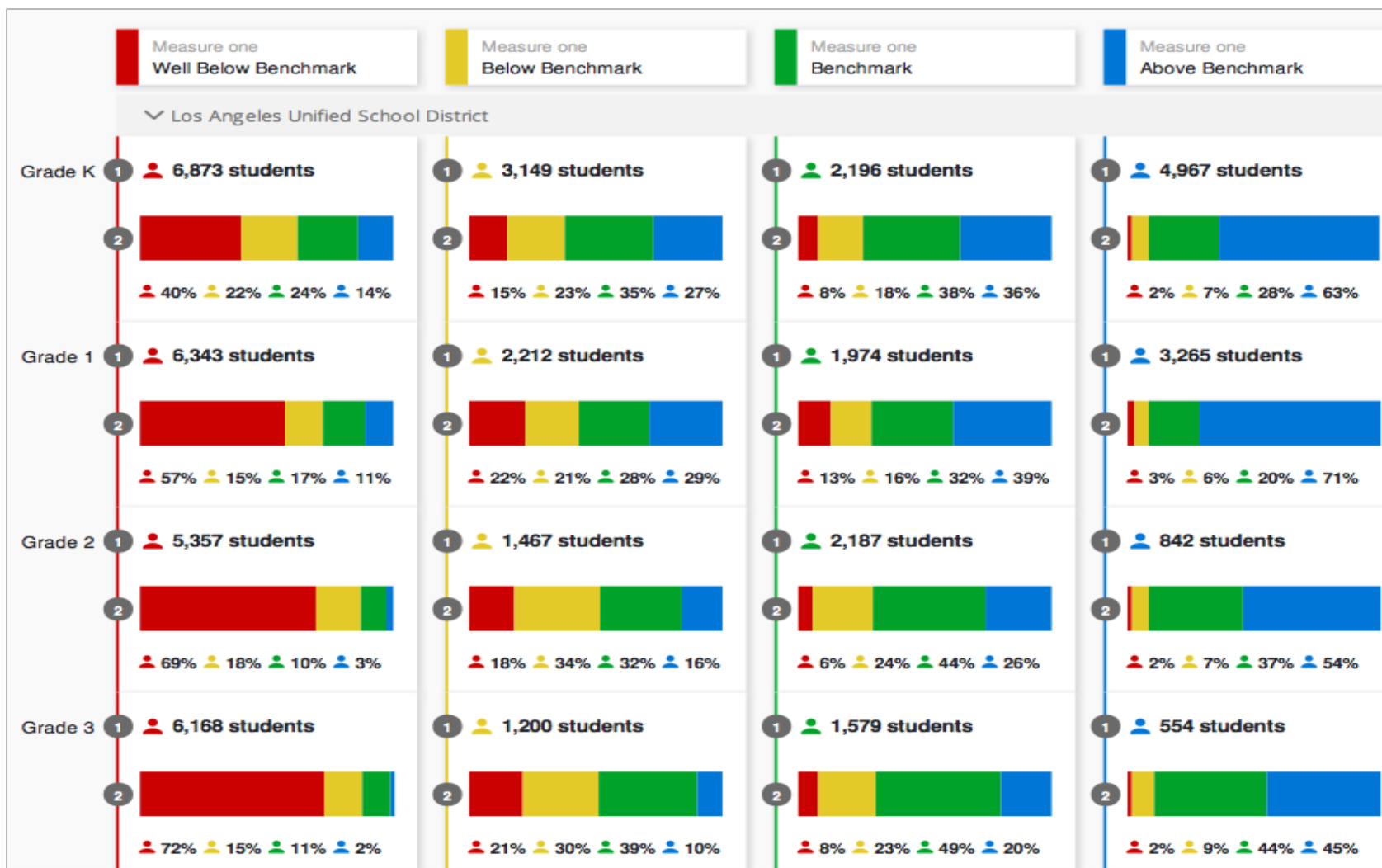
Non-ELLP Schools





DIBELS Next Growth

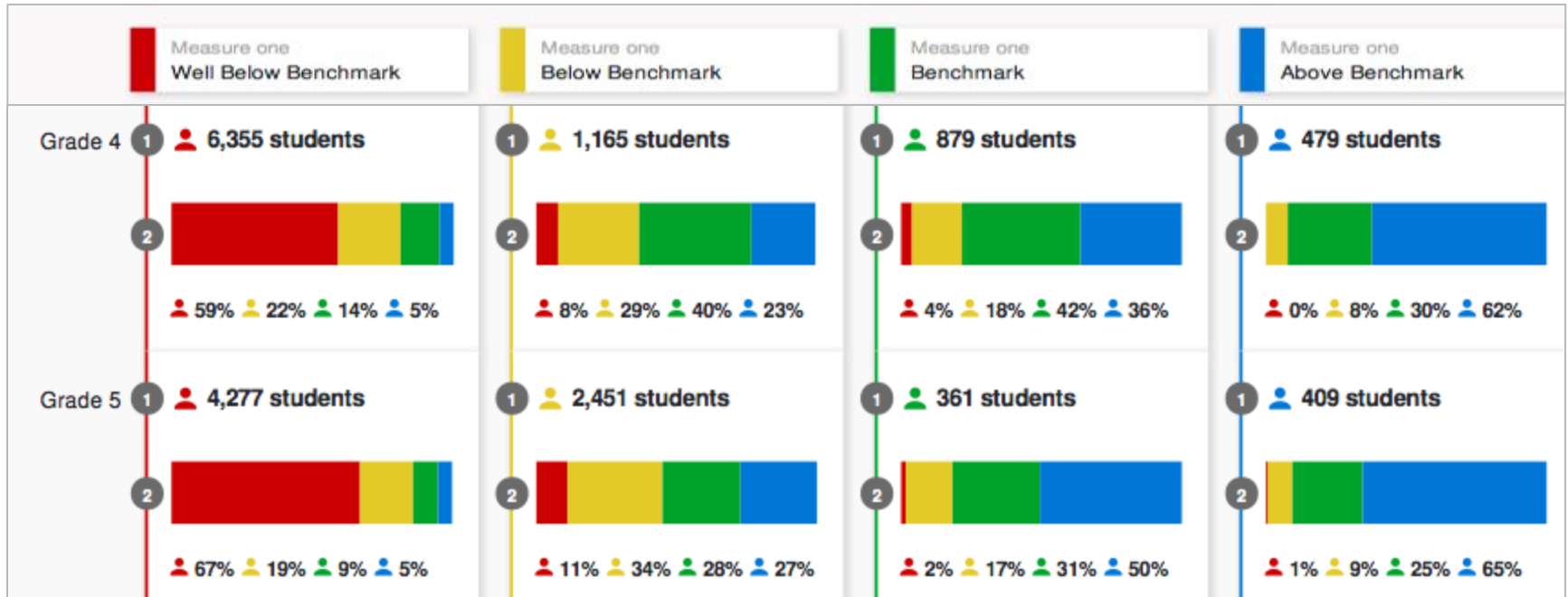
K-3rd Grade English Learner Students from BOY to EOY, 2016-17





DIBELS Next Growth

4th-5th Grade English Learner Students from BOY to EOY, 2016-17





English Language Arts Initiatives

- New English Language Arts/English Language Development instructional materials
- New Elementary Report Card
- Mastery Learning and Grading
- Integrated English Language Development implementation
- Building Educator Assessment Literacy
- Redesigning middle grades interventions



English Language Arts

Overall	% Met/Exceeded				
	2015	2016	2017	Change: 2016 to 2017	Change: 2015 to 2017
English Language Arts					
All Grades	33	39	40	1	7
Grade 3	29	35	36	1	7
Grade 4	30	36	37	1	7
Grade 5	35	40	39	-1	4
Grade 6	31	36	37	1	6
Grade 7	32	36	38	2	6
Grade 8	33	38	38	0	5
Grade 11	47	54	55	1	8



Distance from Level 3

- New measurement of academic indicator on State School Accountability Dashboard
- Level 3 is another term for the scale score for proficient
- Formula:

$$= \frac{\text{Sum of all student distances from Level 3}}{\text{Total number of valid test scores}}$$



English Language Arts

Overall	Distance From Level 3				
	2015	2016	2017	Change: 2016 to 2017	Change: 2015 to 2017
English Language Arts					
All Grades	-42.8	-30.7	-30.4	0.3	12.4
Grade 3	-47.6	-34.1	-32.2	1.9	15.4
Grade 4	-49.9	-36.1	-34.7	1.4	15.2
Grade 5	-38	-26.2	-29.8	-3.6	8.2
Grade 6	-47.3	-38.8	-36.4	2.4	10.9
Grade 7	-50.4	-39.5	-38.9	0.6	11.5
Grade 8	-43.1	-35.5	-37.3	-1.8	5.8
Grade 11	-14.9	3.7	3.7	0	18.6



English Language Arts (3-8) State Dashboard Results

Group	Status	Change
All LAUSD	Low 39.6 points below level 3	Maintained -0.1 points
English Learners	Low 69.6 points below level 3	Maintained -1.7 points
English Learners – Reclassified Only	Low 31.7 points below level 3	Declined -4.5 points
English Learners – EL Only	Very Low 127.9 points below level 3	Declined -9.8 points
English Only	Low 25.5 points below level 3	Maintained +0.3 points



Mathematics Initiatives

- Implementation of new instructional materials across all grade levels (since 2016)
- Cognitively Guided Instruction
 - CORE 2.0 focus on African-American and Latino subgroups
- New Elementary Report Card
- Building Educator Assessment Literacy
- Mathematical Mindsets
- Mastery Learning and Grading



Mathematics

Overall	% Met/Exceeded				
	2015	2016	2017	Change: 2016 to 2017	Change: 2015 to 2017
Mathematics					
All Grades	25	29	30	1	5
Grade 3	32	39	40	1	8
Grade 4	26	31	33	2	7
Grade 5	21	25	26	1	5
Grade 6	23	26	28	2	5
Grade 7	24	27	28	1	4
Grade 8	23	26	27	1	4
Grade 11	20	24	24	0	4



Mathematics

Overall	Distance From Level 3				
	2015	2016	2017	Change: 2016 to 2017	Change: 2015 to 2017
Mathematics					
All Grades	-67.6	-58.9	-58.9	0	8.7
Grade 3	-37.1	-24.9	-21.2	3.7	15.9
Grade 4	-49.2	-39.3	-39.5	-0.2	9.7
Grade 5	-70.6	-63.6	-62	1.6	8.6
Grade 6	-74.5	-72.7	-70.4	2.3	4.1
Grade 7	-79.4	-71.7	-72.1	-0.4	7.3
Grade 8	-84.1	-75.6	-78.3	-2.7	5.8
Grade 11	-96.9	-79.9	-85.3	-5.4	11.6

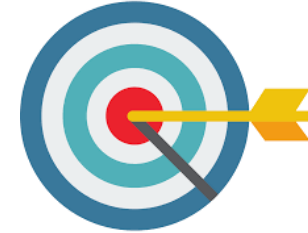


Mathematics (3-8) State Dashboard Results

Group	Status	Change
All LAUSD	Low 59.7 points below level 3	Maintained +0.8 points
English Learners	Low 85.2 points below level 3	Maintained -0.3 points
English Learners – Reclassified Only	Low 54.6 points below level 3	Maintained -1.9 points
English Learners – EL Only	Very Low 132.1 points below level 3	Declined -7.7 points
English Only	Low 47.7 points below level 3	Maintained +1.2 points



Objectives



Participants will:

1. Understand the increased rigor expected of students in the new state standards and the Smarter Balanced Assessments
2. Be able to identify trends in the data
3. Learn about initiatives to improve district-wide performance