



Los Angeles Unified School District

Reaching New Heights: Accelerating the Pace



Proficiency for All Overview



***Parent Advisory Council Meeting
December 8, 2017***

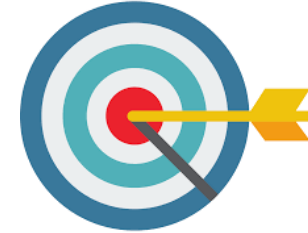
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Instruction**





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
<ul style="list-style-type: none">• <u>Build knowledge</u> through content-rich text	<ul style="list-style-type: none">• <u>Focus</u> on fewer topics to build stronger foundations
<ul style="list-style-type: none">• Regular practice with <u>complex text</u> and academic vocabulary	<ul style="list-style-type: none">• <u>Coherence</u> in topics and thinking across grades
<ul style="list-style-type: none">• Reading and writing grounded in <u>evidence</u> from the text	<ul style="list-style-type: none">• <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



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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 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%



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



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 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
- Revision of middle grades interventions



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 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



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