LCAP Goal 1 Evaluation
On the Road to Success

Overview of Presentation

- LCAP Goal 1
- Celebrations
- Areas for Growth
- Next Steps
- Questions and Discussion

LCAP 1: Curriculum and Instruction

Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Focal Measures of Success and Areas to Improve Upon

★ Academic / Transition Supports to identify necessary Interventions that help to ensure Graduation and meeting UC / CSU Requirements

★ Third Grade TCRWP Reading Assessment and Smarter Balanced Assessment (SBA) of English Language Arts / Literacy

➢ Eighth Grade Smarter Balanced Assessment of Mathematics

Two-Year Change in UC / CSU Eligible Graduates from 2012-13 to 2014-15

The percentage of graduates meeting University of California "a-g" requirements represents graduates who completed all course requirements fo entry into the UC and/or CSU with a grade of "C" or better.

Percent of BHS Grads Meeting Requirements for UC / CSU

BHS: 66%
(+14%)
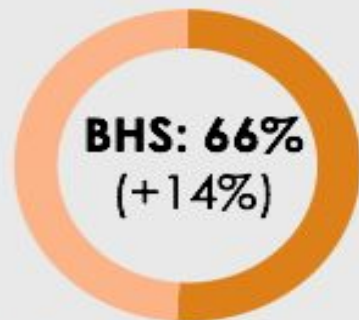
Focal Student UC / CSU Changes

Black or African-American
+18%

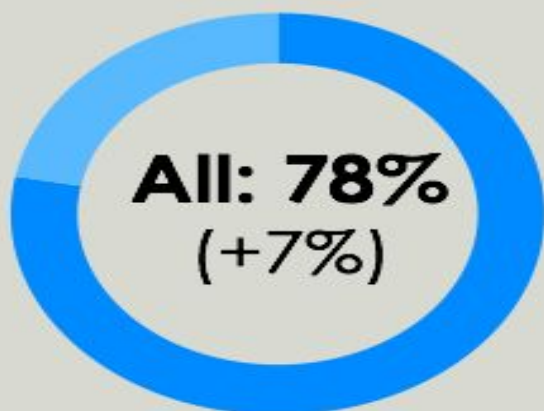**Hispanic or Latino**
+17%

Socio-Economically Disadvantaged
+10%

Student Groups	12-13	14-15	2 Year Change
All	52%	66%	+14%
Black / African-American	22%	40%	+18%
Hispanic / Latino	38%	51%	+17%
Two or More Races	62%	66%	+4%
White	75%	85%	+10%
Socio-Ec. Disadv. (SED)	32%	42%	+10%

Note: UC / CSU Eligibility and Cohort Graduation and Drop-Out Rates are always one year behind.

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Third Grade Reading Literacy (TCRWP)

Percent Reading At/Above Standard

All: 78%
(+7%)

Focal Student Increase 2015 to 2016

Black or African-American
+15%

Hispanic or Latino
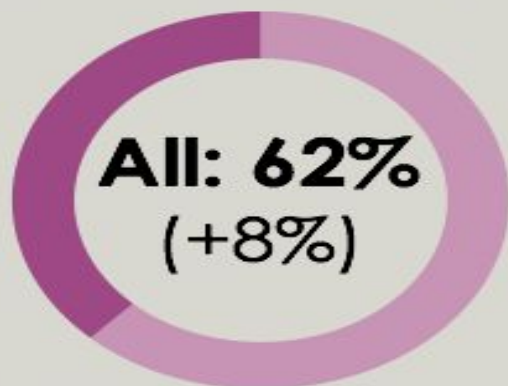+9%

Special Education
+10%

Unduplicated (EL and/or SED)
+2%

Student Groups	2015	2016	Change
All	71%	78%	+7%
Black / African-American	42%	57%	+15%
Hispanic / Latino	54%	63%	+9%
White	88%	91%	+3%
Special Education	24%	34%	+10%
English Learner (EL)	33%	41%	+8%
Socio-Economically Disadvantaged (SED)	47%	53%	+6%
Unduplicated	52%	54%	+2%
Not Unduplicated	90%	93%	+3%

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Third Grade ELA Smarter Balanced Assessment (SBA)

Percent At/Above Standard in English Language Arts / Literacy

All: 62%
(+8%)

Focal Student Increase 2015 to 2016

Black or African-American
+11%

Hispanic or Latino
+5%

Special Education
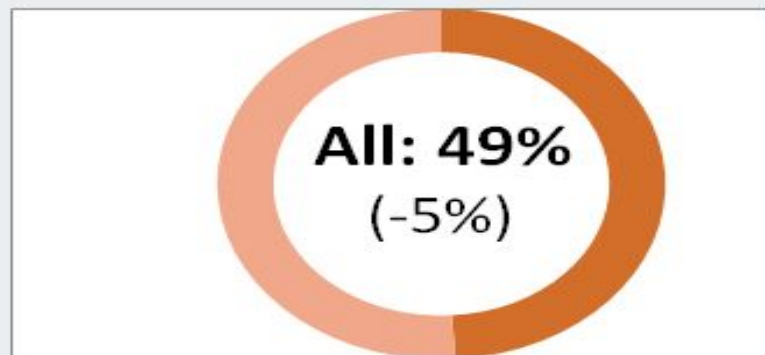+6%

Unduplicated (EL and/or SED)
+9%

Student Groups	2015	2016	Change
All	54%	62%	+8%
Black / African-American	14%	25%	+11%
Hispanic / Latino	37%	42%	+5%
White	78%	84%	+6%
Special Education	17%	23%	+6%
English Learner (EL)	24%	27%	+3%
Socio-Economically Disadvantaged (SED)	24%	32%	+8%
Unduplicated	26%	35%	+9%
Not Unduplicated	75%	84%	+9%

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Other Areas to Celebrate

- More High School Students in the focal sub-groups are:
    - Meeting UC / CSU / GPA Requirements
    - Making progress in AVID, BRIDGE and HS Intervention
    - Taking Advanced Placement Classes and AP Test
    - Passing the Early Assessment Program

- Growing Enrollment / Performance in Interventions
    - Reading Recovery and Leveled Literacy
    - Middle School RTI2
    - Super Science Saturdays - Math Fluency Growth

Eighth Grade Math Smarter Balanced Assessment (SBA)

Percent At/Above Standard in Math

All: 49%
(-5%)

Focal Student Change 2015 to 2016

Black or African-American

-10

Hispanic or Latino

-5

Special Education

-5

Unduplicated (EL and/or SED)

-6

Student Groups	2015	2016	Change
All	55%	49%	-5
Black / African-American	21%	11%	-10
Hispanic / Latino	39%	34%	-5
White	78%	85%	+7
English Learner (EL)	18%	10%	-8
Socio-Economically Disadvantaged (SED)	34%	28%	-6
Unduplicated	37%	31%	-6
Not Unduplicated	72%	73%	+1
Special Education	11%	6%	-5

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Areas of Growth / Further Inquiry

- Differential between Graduation and Drop-out Rates and UC / CSU / EAP Progress
  - Different groups of students, Student transiency and year to year changes
- Performance overall and subgroup for Middle School Math
- Grades 7 / 8 Middle School Bridge
- Sub-group enrollment / performance varied in some programs
  - LLI, "ELA Support" Enrollment,
  - 9th Grade Focal Group end of year change
  - Super Science Saturday measures

Next Steps

- Focused Performance Intervals - K-12 Support Map
  - Targeted Accountability with Concentrated Supports
  - Authentic, Usable and Reliable Assessments
  - Deepening Early Literacy Strategies through Ramp Up and other targeted interventions for students identified by multiple assessment measures
- Six-week Data Cycles to Support Sites / Monitor Students
  - Easy Access Ready to Use Illuminate Reports
  - Review of Sub-Group Enrollment and Performance
- Deeper Analysis of historical non-graduating students
- Replacing Gr. 7 and 8 MS Bridge with MS Counselors focused on both Case Management AND Restorative Practices