

# **LCAP: PAC**

**Local Control & Accountability Plan: Parent Advisory Committee**

**November 17, 2016**

# Agenda

Welcome & Introductions– Tasha

Public comment

Approval of Meeting Minutes from 10.20.16

Response to Intervention (Rtl) Recap

RTI - Data (15-16) and Implementation Update (16-17) - Pat

Snapshot of the Data - 3rd grade reading

Literacy Coach - Mimi

PAC - Board Comments - Tasha/Nichelle

Meeting Feedback

# Public Comment?



# REVIEW AND APPROVAL OF MINUTES FROM 10.20.16

Motion to pass and approve

# RESPONSE TO INTERVENTION RECAP

What did you find out?

With your neighbor - please answer:

1. Was there anything new you discovered?
2. What was similar with your neighbor's school

# RTI - DATA

Berkeley Unified School District, Local Control Accountability Plan Evaluation

+ Exceeding Standard 
 ✓ At or Approaching Standard 
 - Far Below Standard

Action Steps	Enrollment of Students Receiving Interventions in ELA and Math	
	2014-15	2015-16
<p>1.4S and 1.6S Improve districtwide best practices in three-tier model of <b>literacy</b> and <b>math</b> instruction and intervention by providing RtI<sup>2</sup> teacher leaders to monitor and provide services to students performing below grade level in Literacy and / or Math.</p> <p>Note: In 14-15, RTI served K-5 students, in 15-16, RTI served 6-8 students. Enrollment is shown as such.</p>	<p><b>14-15 Enrollment Number and Percent by Subgroup:</b></p> <p><b>K-5 Students receiving ELA Interventions: N=313</b>                      AA: 27% Latino: 37% White: 15%                      EL: 27% SED: 67% SPED: 25%                      Unduplicated: 72% Not Unduplicated: 28%</p> <p><b>K-5 Students receiving Math Interventions: N=75;</b>                      AA: 31% Latino: 22% White: 15%                      EL: 17% SED: 61% SPED: 28%                      Unduplicated: 67% Not Unduplicated: 33%</p>	<p><b>15-16 Enrollment Number and Percent by Subgroup:</b></p> <p><span style="color: green;">+</span> <b>K-5 ELA Interventions: N= 822</b>                      AA: 31% (+4) Latino: 34% (-3) White: 17% (+2) EL: 28% (+1) SED: 70% (+3) SPED: 21% (-4%)                      Unduplicated: 79% (+7) Not Unduplicated: 21%</p> <p><span style="color: green;">+</span> <b>K-5 Math Interventions: N = 219</b>                      AA: 39% (+8) Latino: 30% (+8) White: 13% (-2)                      EL: 16% (-1) SED: 74% (+13) SPED: 17% (-11)                      Unduplicated: 86% (+19) Not Unduplicated: 14%</p> <p><b>Baseline 15-16 Enrollment for Middle School:</b></p> <p><b>6-8 Students receiving ELA Interventions: N=119</b>                      AA: 34% Latino: 34% White: 14%                      EL: 12% SED: 65% SPED: 75%                      Unduplicated: 79% Not Unduplicated: 21%</p> <p><b>6-8 Students receiving Math Intervention N=61</b>                      AA: 49% Latino: 23% White: 10%                      EL: 15% SED: 61% SPED: 66%                      Unduplicated: 82% Not Unduplicated: 18%</p>

\*Less than 10 and/or prior year less than 10.

<span style="color: green;">+</span> Exceeding Standard <span style="color: blue;">✓</span> At or Approaching Standard <span style="color: red;">-</span> Far Below Standard		
Percent of Students Receiving Interventions in ELA and Math who are at/above Standard		
Action Steps	2014-15	2015-16
<p>1.45 and 1.65 Improve districtwide best practices in three-tier model of <b>literacy</b> and <b>math</b> instruction and intervention by providing RtI<sup>2</sup> teacher leaders to monitor and provide services to students performing below grade level in Literacy and / or Math.</p> <p><b>Performance for K-5 measured by:</b></p> <p>1. <b>Literacy</b> –TCRWP Reading Assessment measuring Trimester 3 (T3) Percent of students at /above standard in 2014-15 to 2015-16</p> <p>2. <b>Math</b> – Because there was no local Math Assessment in 2014-15, performance for 14-15 students was measured based on Fall 15-16 Math Assessment Scores and 15-16 Students based on Spring 15-16</p> <p><b>Baseline Performance for 6-8 measured by the end of year students for:</b></p> <p>1. <b>Literacy</b> – ELA SBA and Local Writing Assessment</p> <p>2. <b>Math</b> – Math SBA and Local Math Assessment</p> <p>*SBA shown for comparative purposes as more students took the assessment and performed at a higher level.</p>	<p><b>% of K-5 ELA interventions students at/above standard on Reading Assessment:</b> All: 21%                      AA: 23% Latino: 22% White: 37%                      EL: 16% SED: 21% SPED: 9%                      Unduplicated: 22% Not Unduplicated: 40%</p> <p><b>% of K-5 students receiving Math interventions at/above standard on the 15-16 Fall Math Assessment:</b> All: 15% AA: 16% Latino: 18%                      White: * EL: * SED: 20% SPED: 4%                      Unduplicated: 11% Not Unduplicated: 38%</p>	<p><span style="color: green;">+</span> <b>% of K-5 ELA interventions students at/above standard on Reading Assessment:</b> All: 30% (+9)                      AA: 21% (-2) Latino: 29% (+8) White: 40%(+3)                      EL: 25% (+ 9) SED: 29% (+8) SPED: 9% (+/-0)                      Unduplicated: 26% (+4)                      Not Unduplicated: 43% (+3)</p> <p><span style="color: green;">+</span> <b>% of K-5 Math Interventions students At/Above Standard on T3 Math Assessment:</b>                      All: 24% (+9) AA: 16% (0) Latino: 19% (+1)                      White: 38% EL: 26%* SED: 20% (0) SPED: 4%*                      Unduplicated: 13% (+2) Not Unduplicated: 44% (+6)</p> <p><b><u>Baseline 15-16 Performance for Middle School Writing Assessment Performance for Gr. 6-8</u></b>  <b>Students receiving ELA Interventions:</b> In RTI = 119  <b>Local Writing Assessment:</b> Total Participants: 110                      Below: 32% Near: 30% At / Above: 38%</p> <p><b>Smarter Balanced Assessment (SBA)</b>                      Total Participants: 111                      Below: 13% Near: 51% At / Above: 36%</p> <p><b>Math Assessment Performance 6-8 Students receiving Math Intervention:</b> In RTI = 61  <b>Local Math Assessment:</b> Total Participants: 41                      Below: 73% Near / At: 27% (N below 10 if split)</p> <p><b>Smarter Balanced Assessment (SBA)</b>                      Total Participants: 52                      Below: 62% Near / At: 38% (N below 10 if split)</p>

\*Less than 10 and/or prior year less than 10.

# RTI IMPLEMENTATION 2016-17

## **October Update - 1.4S Rti2 Intervention Teachers TK-8**

- RTI2 coordinators met with BREA to establish data entry protocol in Illuminate
- BREA Director trained RTI2 intervention teachers in data entry



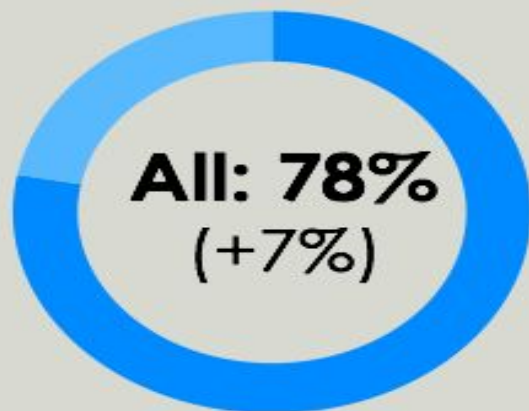
## **November Update - 1.4S RtI2 Intervention Teachers TK-8**

- **Elementary**
  - **Writing**
    - 39 students at Emerson across grades 2, 3, 5 received intervention (62% unduplicated, 85% students of color)
    - 38% served by RtI2 Intervention teacher
  - **Reading (420 students being served)**
    - 45% served by RtI2 Intervention Teacher
    - **Reading Recovery**
      - 64 students across all 11 elementary sites served (48% unduplicated, 64% students of color)
    - **Leveled Literacy Intervention (LLI) Groups**
      - 277 students across all 11 elementary sites served (73% unduplicated, 83% students of color)
    - **In-Class Small Group Intervention, BUILD**
      - 79 students across 5 elementary sites served

- Math
  - 123 students being served across 7 elementary sites (72% unduplicated, 83% students of color)
  - Interventions include school day/after school support in ASOU, fluency, and Do the Math
  - 87% served by RtI2 Intervention Teacher
  
- Middle School
  - King
  - Longfellow
  - Willard
    - 22 6th Graders served
    - 36 7th Graders served
    - 21 8th Graders served

## Third Grade Reading Literacy (TCRWP)

Percent Reading At/Above Standard



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

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%

# TRANSFER OF INFORMATION - LITERACY COACH (K-5) .20

Mimi - 3rd grade reading template

# PAC - BOARD COMMENTS

Tasha Henneman & Nichelle Kitt will report

What we have been discussing

Questions

# Meeting Feedback

1. What would you like to learn more about from LCAP?
2. What worked well for you at the meeting?
3. What suggestions do you have to make the meetings meaningful?
4. Next Meeting 12/15