



2024 Student Achievement Data

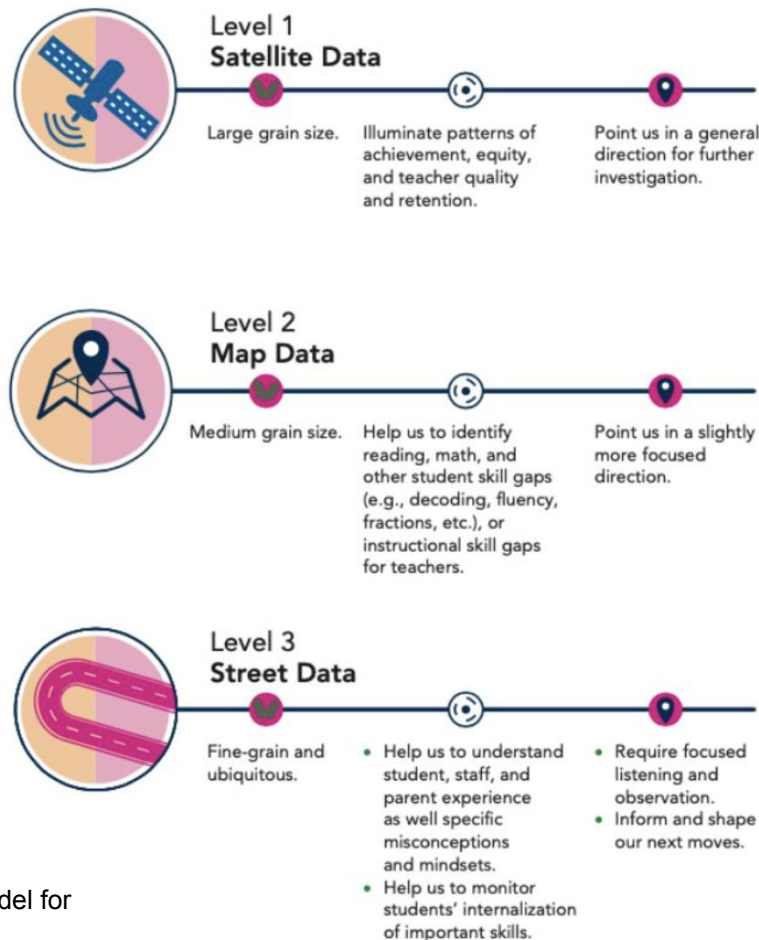
WCCUSD School Board Meeting
November 6th, 2024

Satellite Data: Our SBAC and districtwide Organizational Goal data are satellite data. They show us large trends and disparities that need attention.

Map Data: iReady helps us track skill growth and progression toward increased achievement and reduced disparities

Street Data: IPG & Student Experience data tell us what is happening in our classrooms on a daily basis. What strategies are we trying, and what do we notice?

Graphic Source: Safir, Shane, and Jamila Dugan. Street data: A next-generation model for equity, pedagogy, and school transformation. Corwin, 2021.



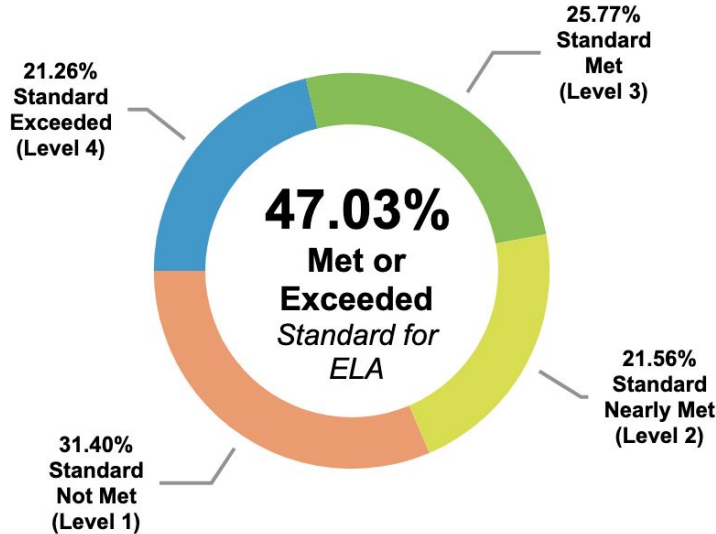
Statewide Data Spring 2024



All Students, All Grades - State

ELA

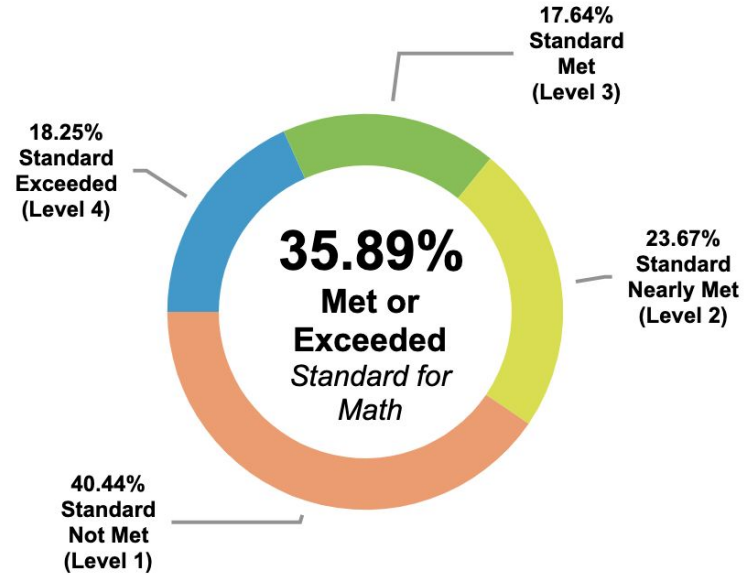
Percent of students within each achievement level



+0.38%

Mathematics

Percent of students within each achievement level



+0.94%

Source: 2023- 2024 <https://caaspp-elpac.ets.org/caaspp/>, accessed 10/15/24. Data represents all non-charter schools for 2023.



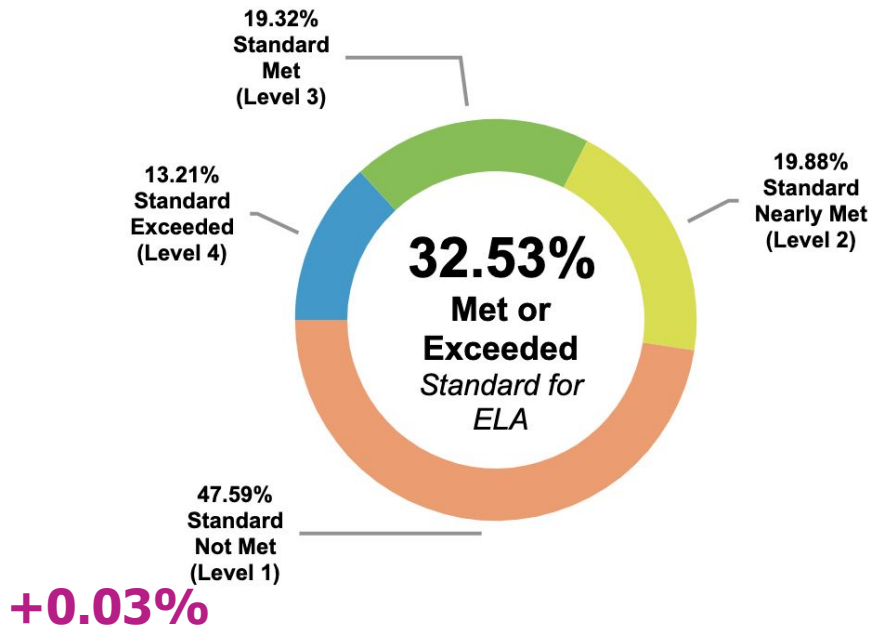
Districtwide Data Spring 2024



All Students, All Grades - WCCUSD

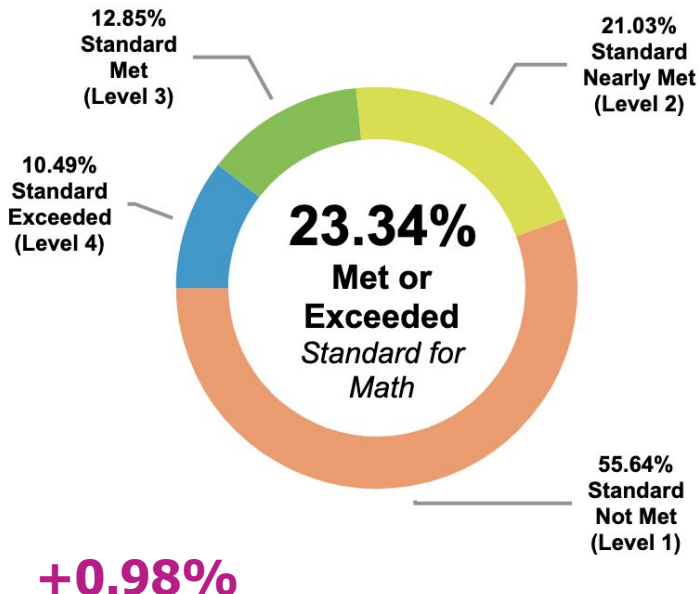
ELA

Percent of students within each achievement level



Mathematics

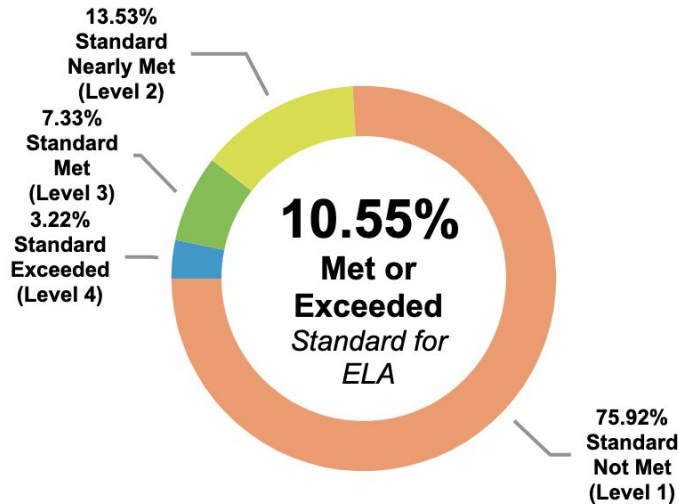
Percent of students within each achievement level



All Students with Disabilities, All Grades

ELA

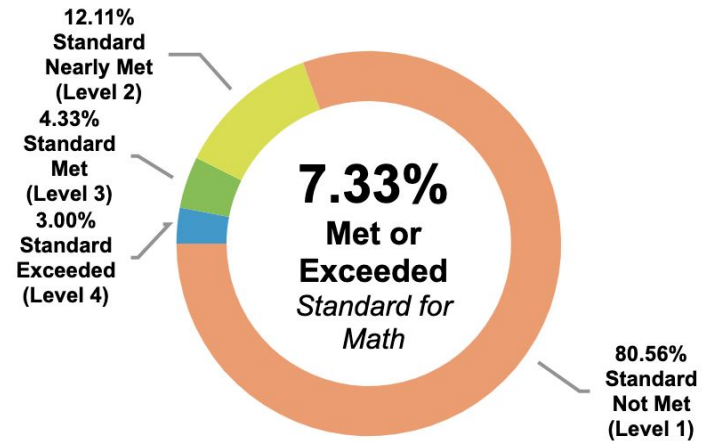
Percent of students within each achievement level



+1.04%

Mathematics

Percent of students within each achievement level

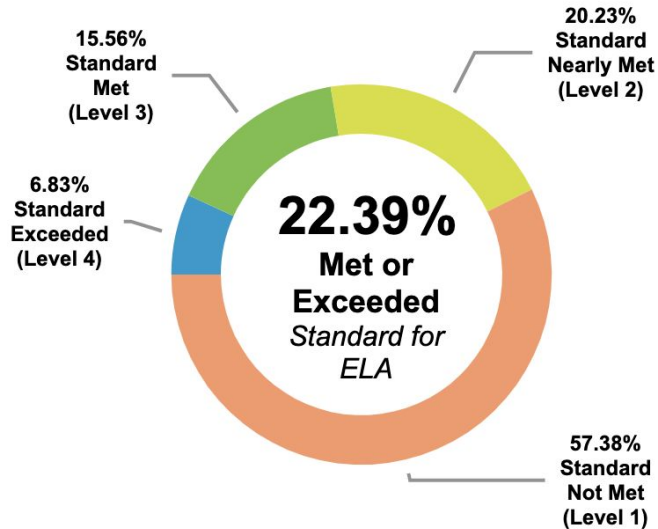


+0.02%

All Socioeconomically Disadvantaged Students, All Grades

ELA

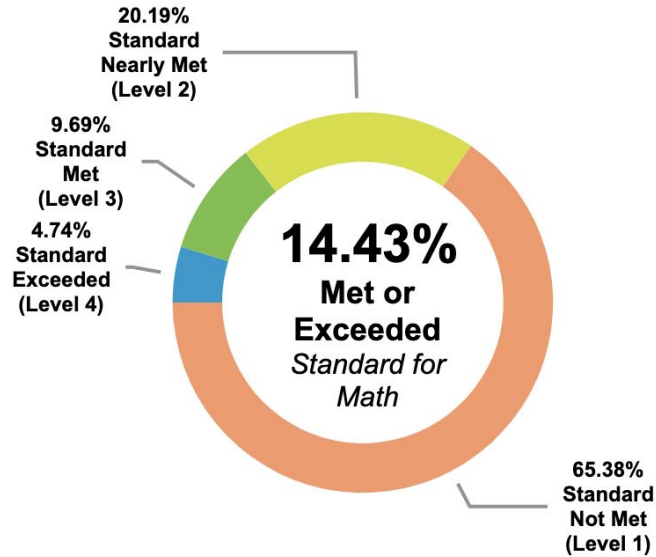
Percent of students within each achievement level



+0.48%

Mathematics

Percent of students within each achievement level



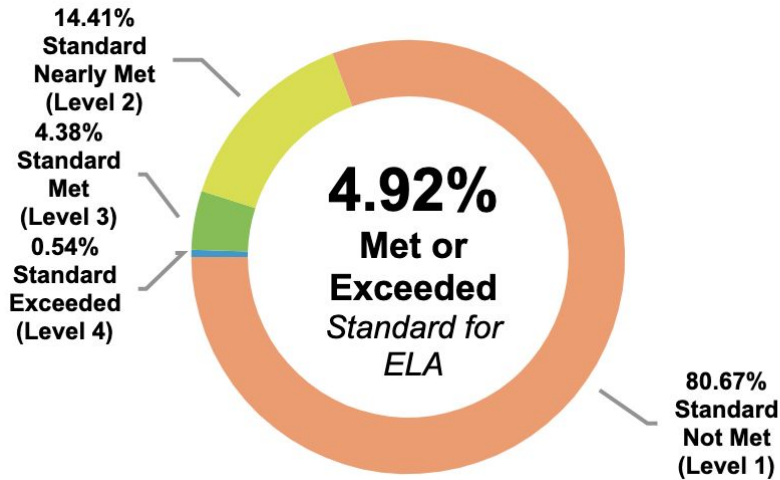
+1.14%



All English Learner Students, All Grades

ELA

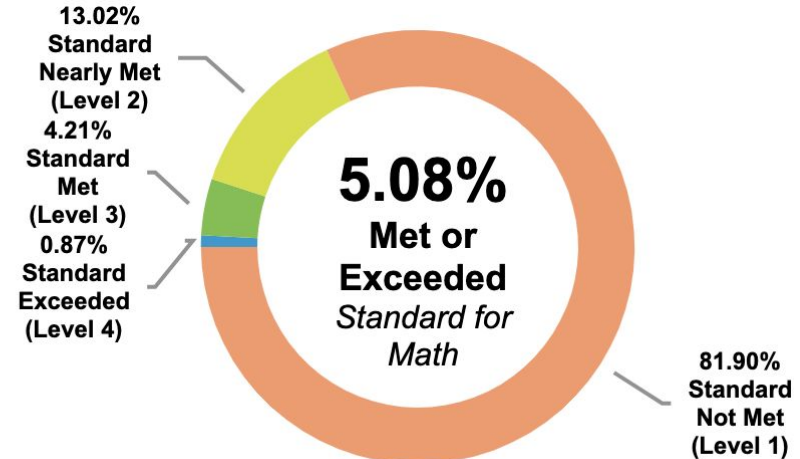
Percent of students within each achievement level



+0.21%

Mathematics

Percent of students within each achievement level

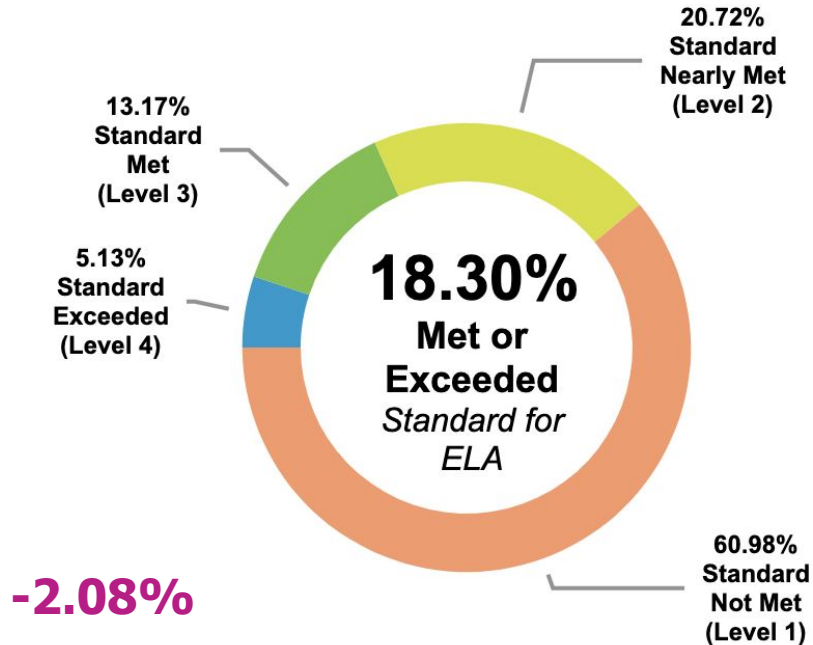


+0.8%

All Black/African American Students, All Grades

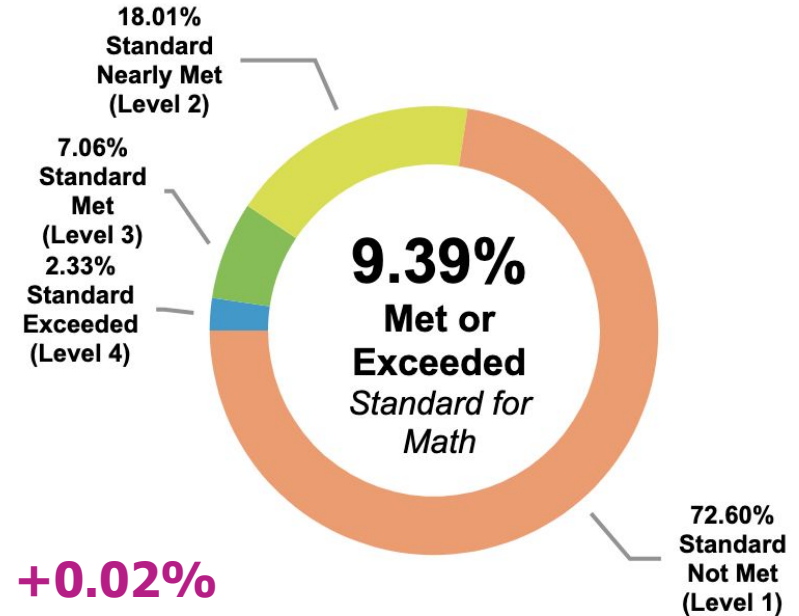
ELA

Percent of students within each achievement level



Mathematics

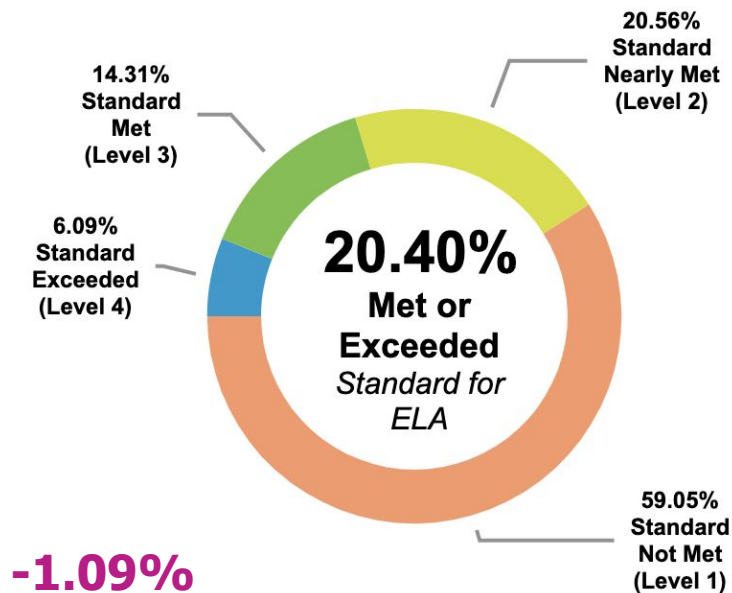
Percent of students within each achievement level



All Hispanic/Latino Students, All Grades

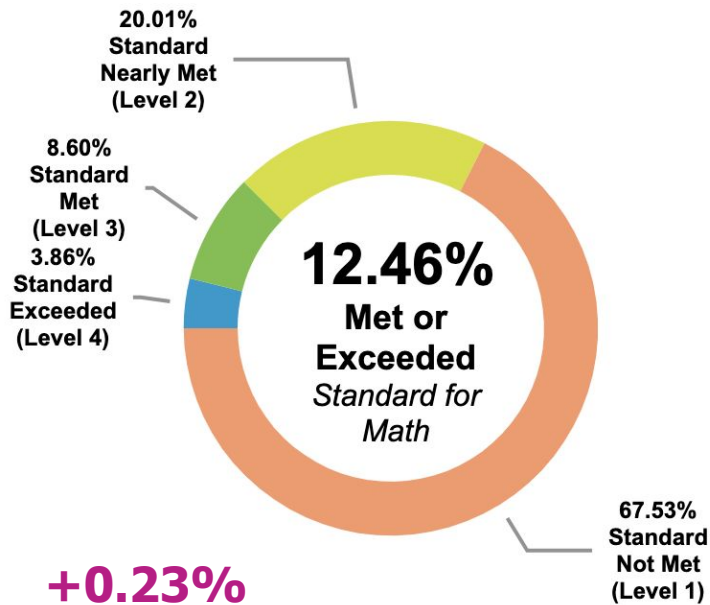
ELA

Percent of students within each achievement level



Mathematics

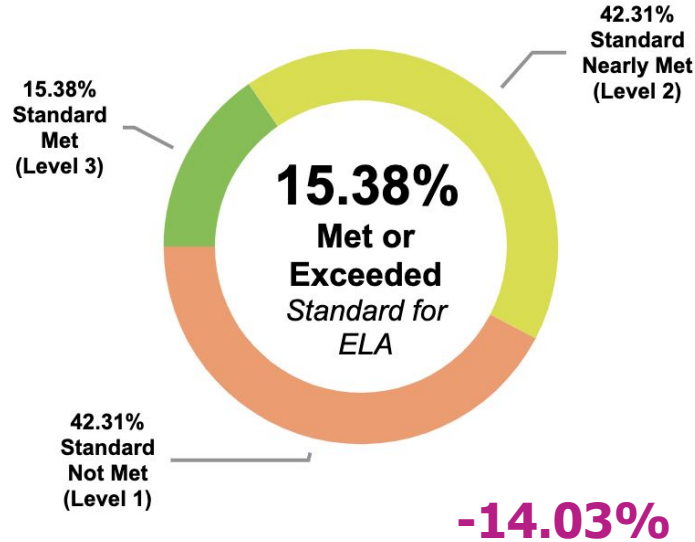
Percent of students within each achievement level



All American Indian or Alaska Native Students, All Grades

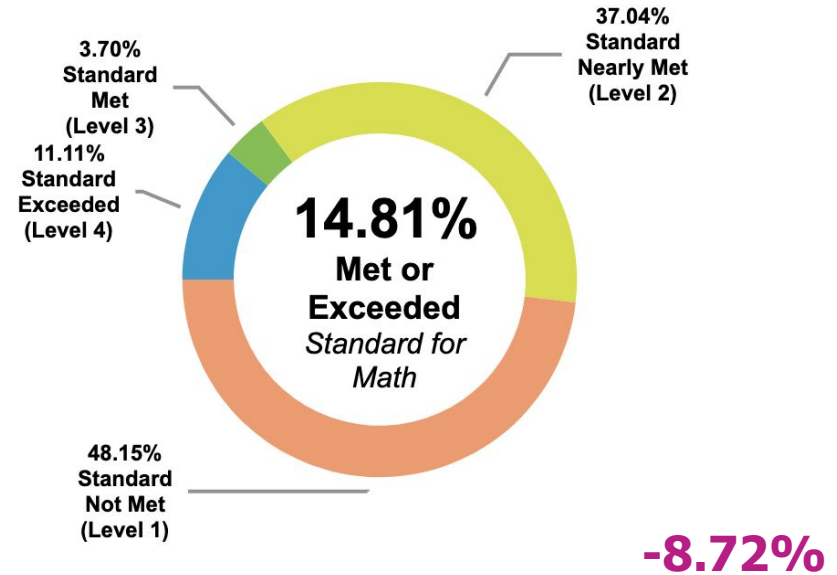
ELA

Percent of students within each achievement level



Mathematics

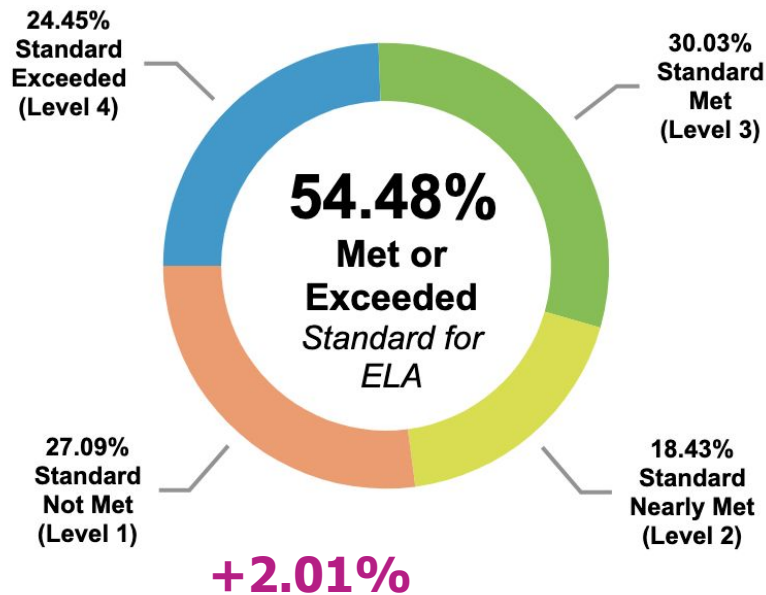
Percent of students within each achievement level



All Asian Students, All Grades

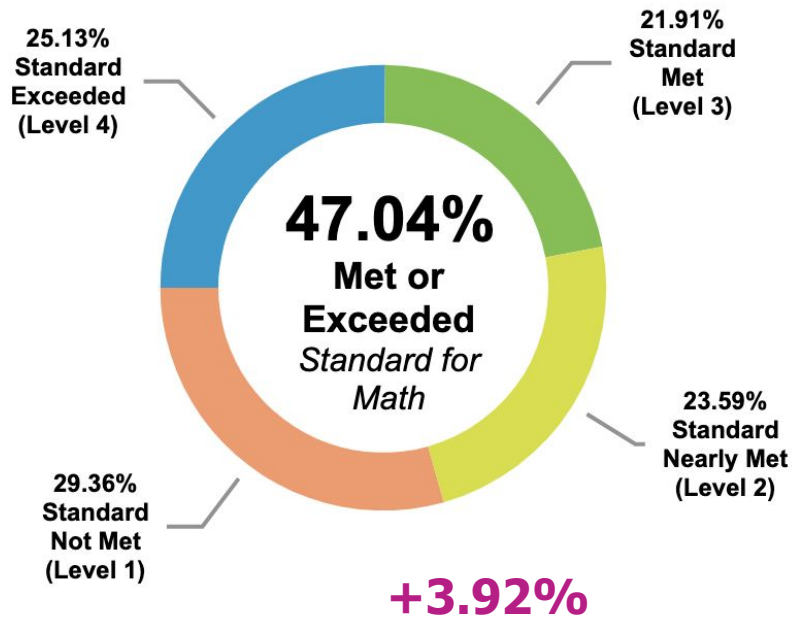
ELA

Percent of students within each achievement level



Mathematics

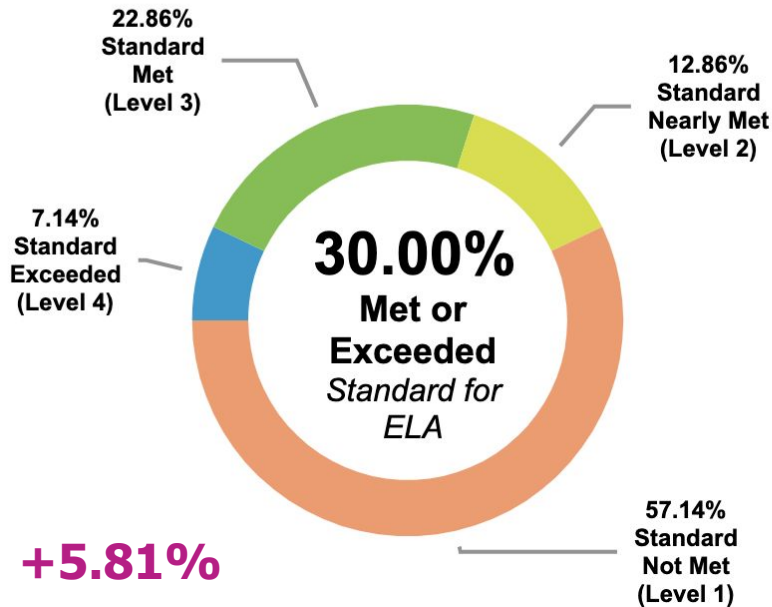
Percent of students within each achievement level



All Native Hawaiian or Pacific Islander Students, All Grades

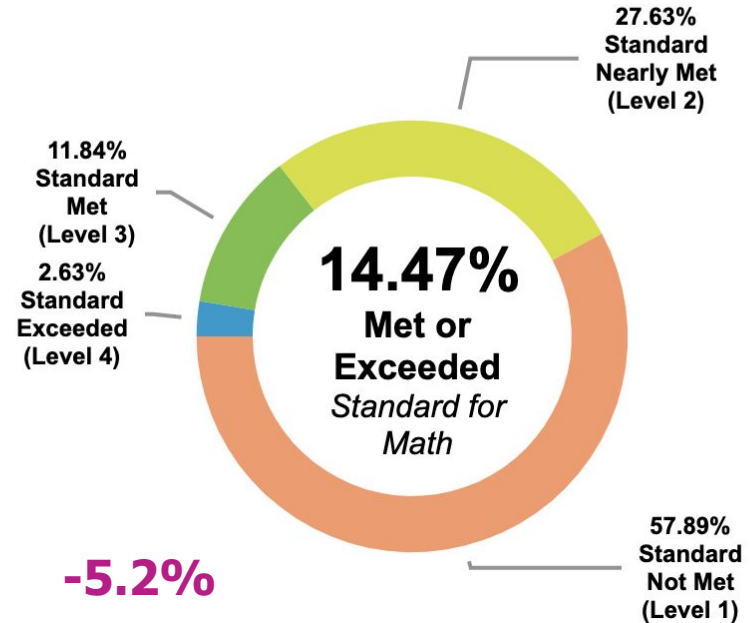
ELA

Percent of students within each achievement level



Mathematics

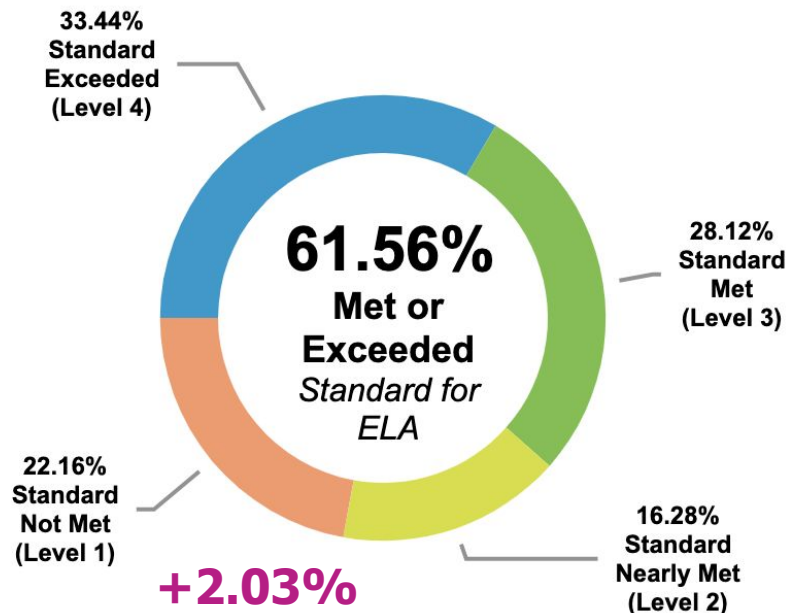
Percent of students within each achievement level



All White Students, All Grades

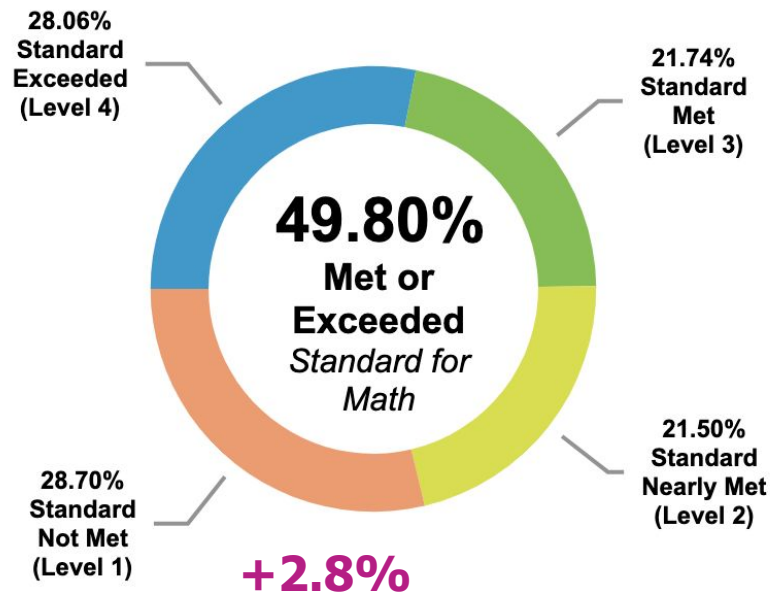
ELA

Percent of students within each achievement level



Mathematics

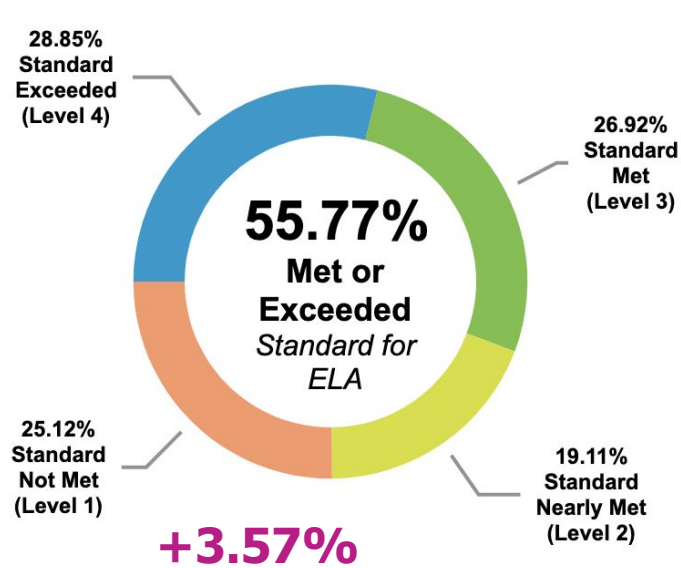
Percent of students within each achievement level



All Students Identifying as Two or More Races, All Grades

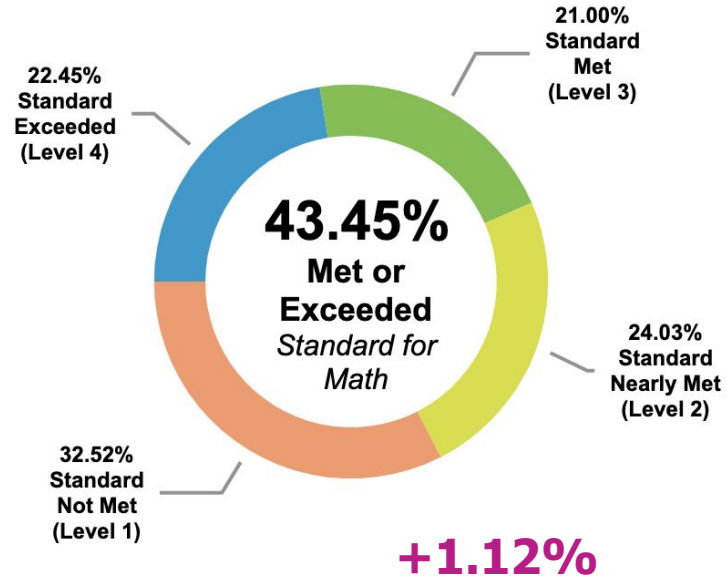
ELA

Percent of students within each achievement level



Mathematics

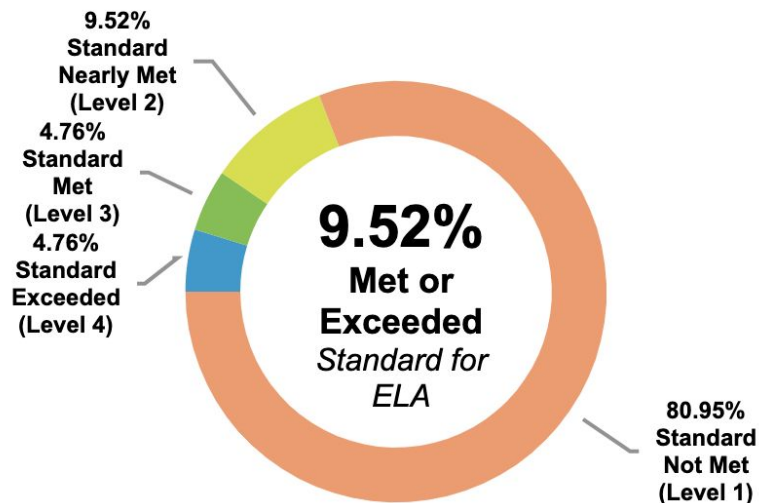
Percent of students within each achievement level



All Foster Students, All Grades

ELA

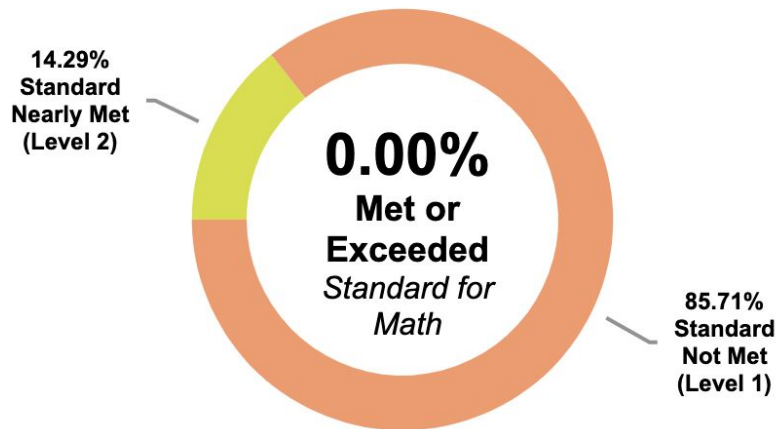
Percent of students within each achievement level



-4.26%

Mathematics

Percent of students within each achievement level

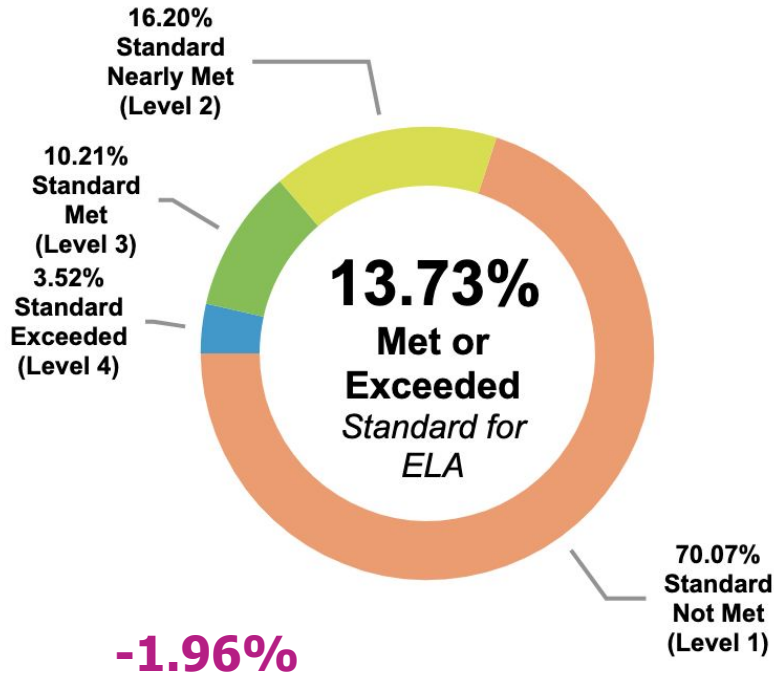


-0.56%

All Homeless Students, All Grades

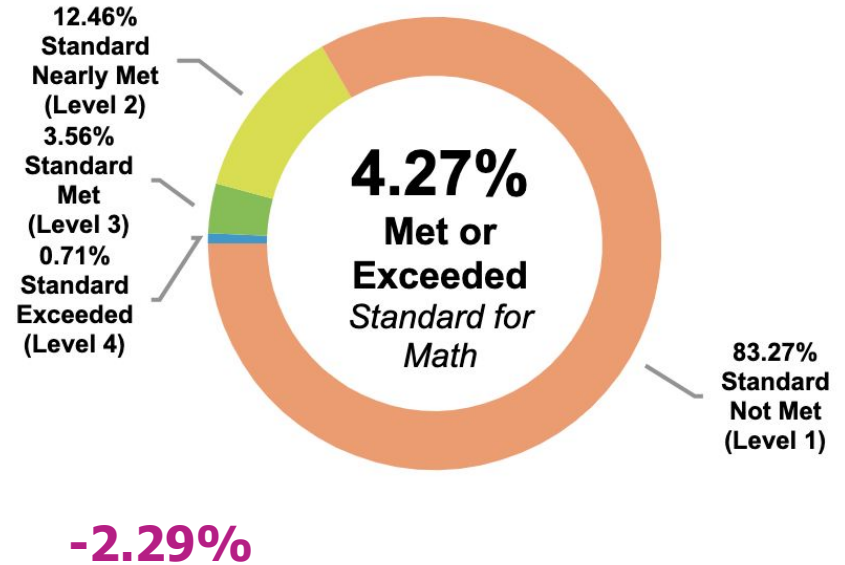
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

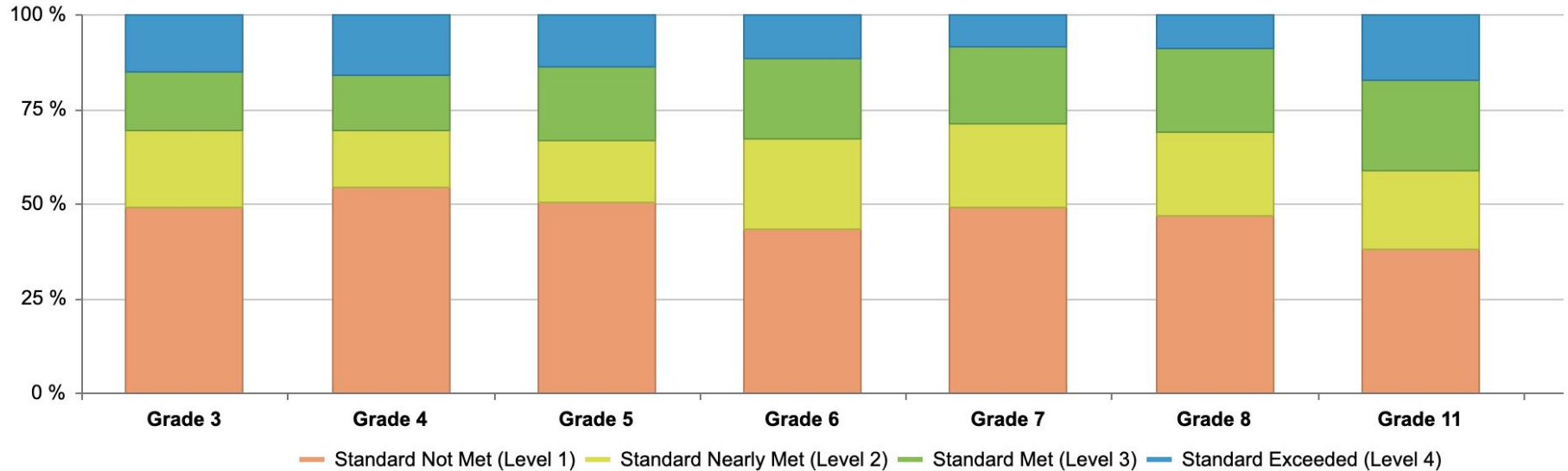


Spring 2024 Detailed Test Results by Grade



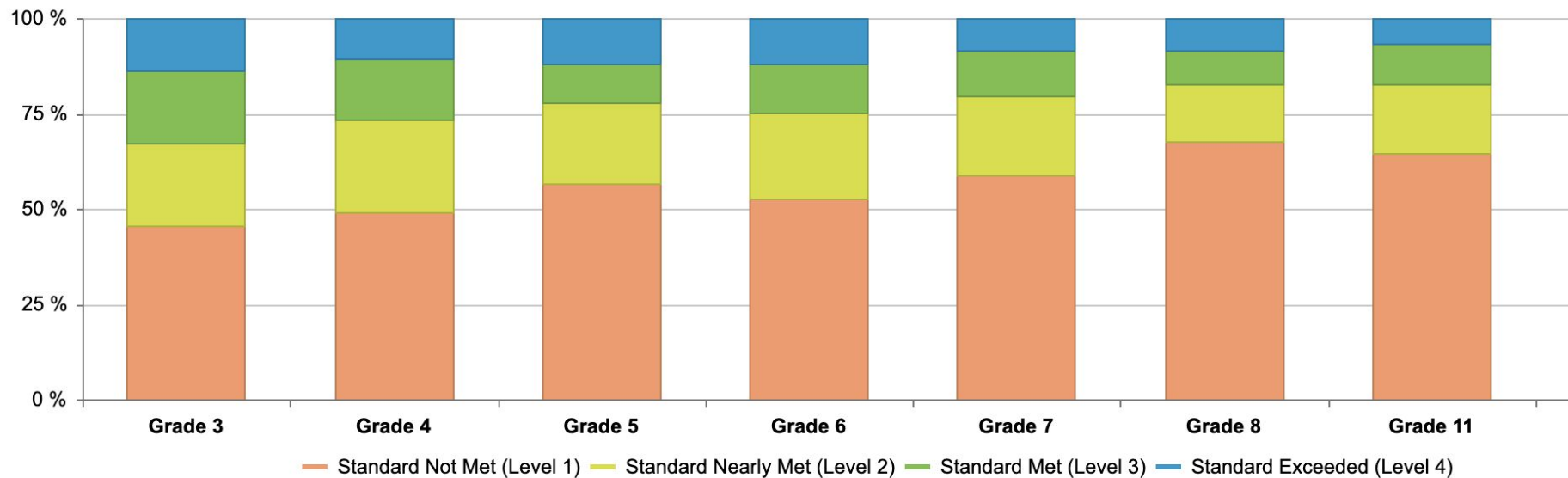
English Language Arts

Achievement Level Distribution



Math

Achievement Level Distribution

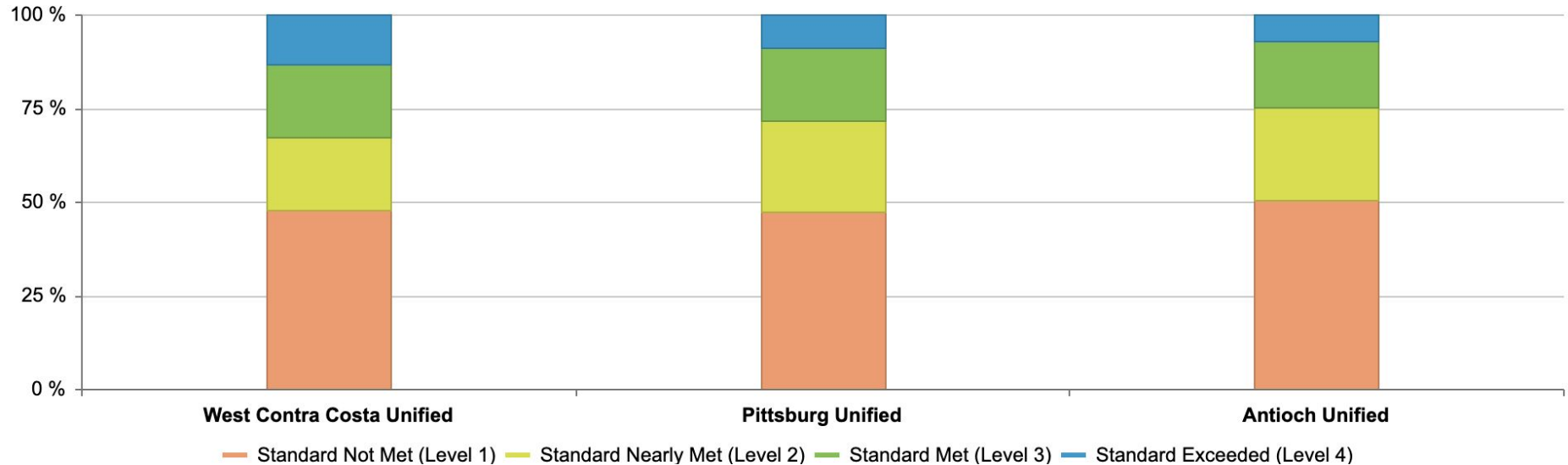


Comparison to Other Districts in our Region



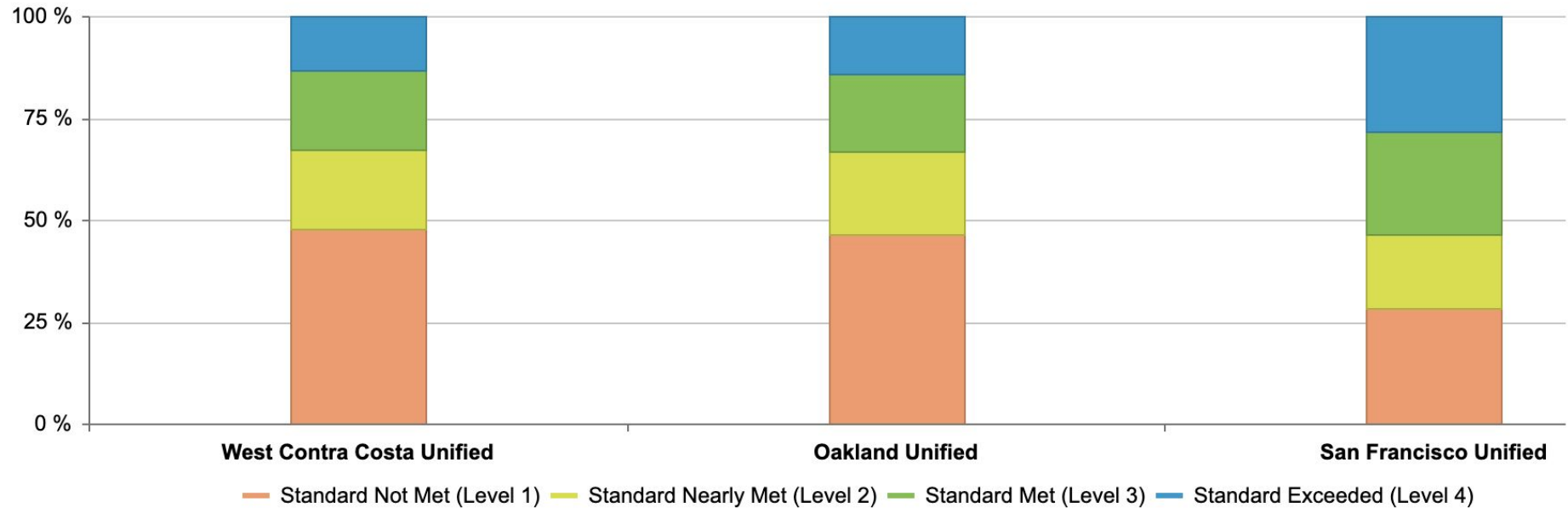
ELA/Literacy

2023–24 Achievement Level Distribution - All Grades



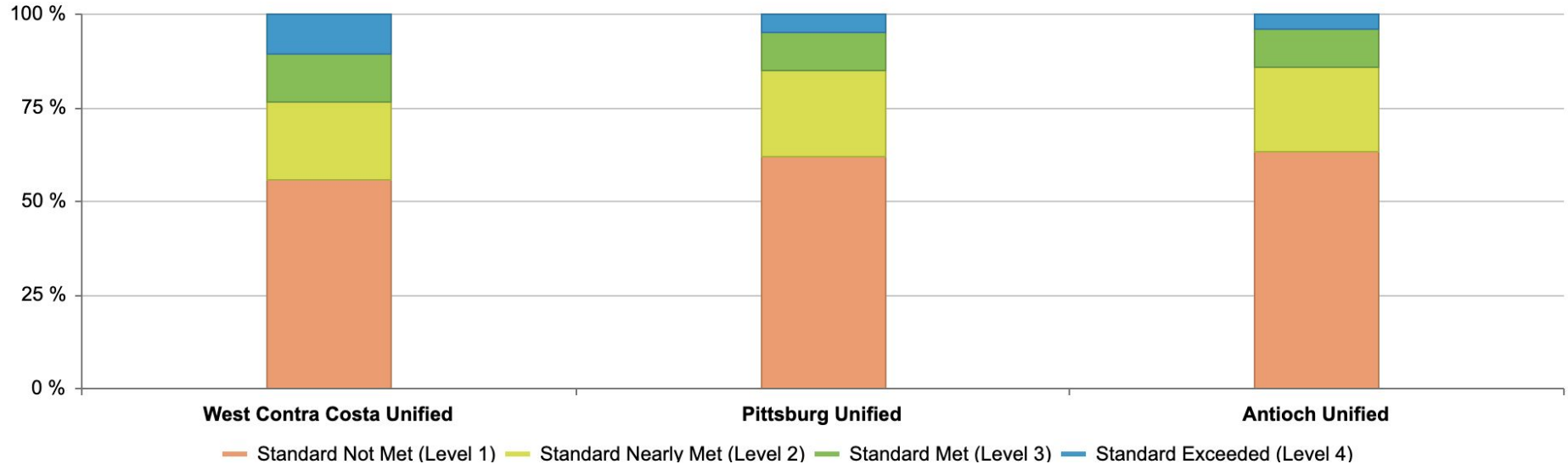
ELA/Literacy

2023–24 Achievement Level Distribution - All Grades



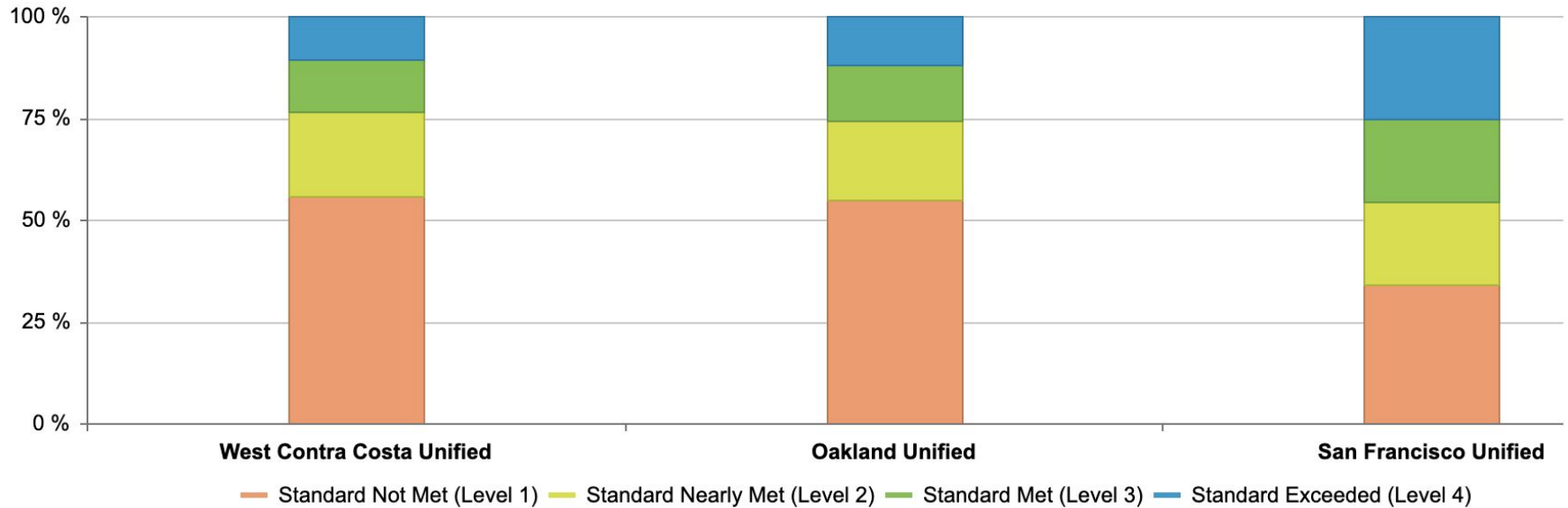
Mathematics

2023–24 Achievement Level Distribution - All Grades



Mathematics

2023–24 Achievement Level Distribution - All Grades



Bright Spots - District Wide



CAASPP Bright Spots - 2022-2024

Districtwide:

- 3rd grade students ELA scores increased by 3.54% from Spring 2022 to Spring 2024
- 5th grade ELA scores increased by 3.44% from Spring 2022 to Spring 2024
- ELA scores for 8th grade students with disabilities increased by 5.01% from Spring 2022 to Spring 2024



CAASPP Bright Spots - 2022-2024

Districtwide:

- 3rd grade Math scores increased by 3.3% from Spring 2022 to Spring 2024
- 7th grade Math scores increased by 3.97% from Spring 2022 to Spring 2024
- Math scores for 7th grade AA students increased by 5.66% from Spring 2022 to Spring 2024



ELA

% met or exceeded
standard

schools with a 3% or
more increase from
Spring 23 to Spring 24



Math

% met or exceeded
standard

schools with a 3% or more
increase from Spring 23 to
Spring 24



Theory of Action and Department Action Plan

Theory of Action

If we

build the capacity of our instructional leaders to be data driven and use a common tool for classroom observations to ensure rigor of tier I instruction



then we

will be able to provide teachers with timely instructional feedback and information to differentiate instruction



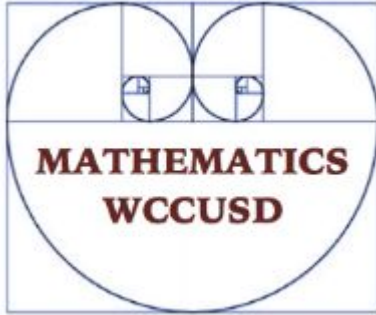
so that

we can build teacher capacity and maximize student learning.

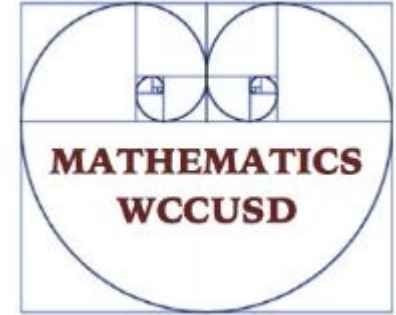
Mathematics



Vision and Mission Statements



All learners know, use, and enjoy mathematics.



All learners will be provided instruction that is grade-level, mathematically rigorous, student-centered, language-rich, growth-mindset-focused, and data-driven.

High Quality Instructional Materials and Coaching play essential roles in carrying out these statements.

WCC Math Teacher Practices

www.wccusd.net/math

- 1. Provide standards-based grade-level content.**
- 2. Check for understanding frequently during the lesson.**
- 3. Communicate your high expectations.**
- 4. Provide opportunities for collaborative student discourse.**
- 5. Incorporate balanced math rigor and multiple methods.**



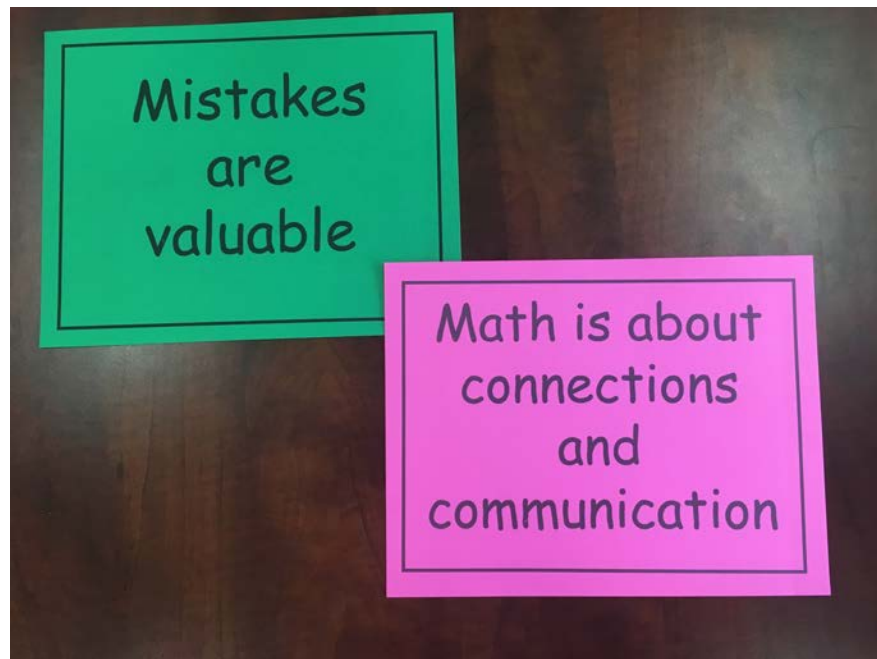
Desmos–6th Grade through Algebra 1

Asset-based instruction where students communicate their ideas to each other and to the class and where their thinking is valued.

Creating a high-expectation environment where everyone is expected to contribute.

Asking open-ended questions that probe student understanding.

Using high-impact instructional and math language routines.



(Aligned directly with all of the WCCMath practices)

Zearn - Elementary Acceleration & Intervention

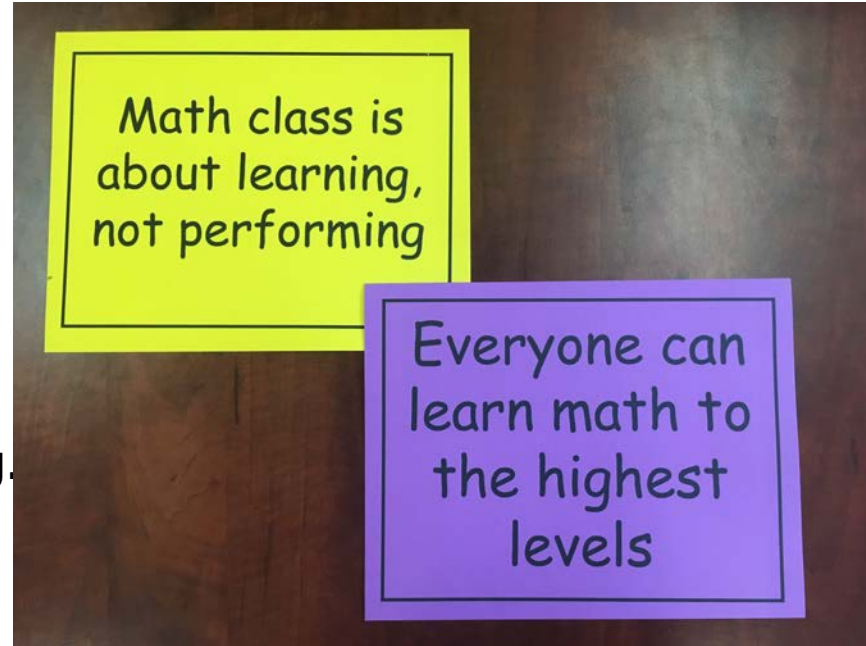
Non-deficit-based reinforcement of expected Tier I grade-level learning for all students.

Complete mathematically rigorous learning (procedural, conceptual, application).

Useful reports that inform teachers of Tier II intervention needs.

Visual and verbal cues assist conceptual learning.

Checking for understanding is embedded into each lesson and student struggle is addressed in-the-moment with scaffolded learning.



(Aligned directly with WCCMath Practices # 1, 2, & 5)

WCCUSD Common Observation Tool

Mathematics Instructional Practice Guide (IPG)

District Goals

Align math teaching and learning expectations across all schools and all grade levels

Used by administrators, coaches, ILTs to collect instructional data using the IPG to determine areas of improvement.

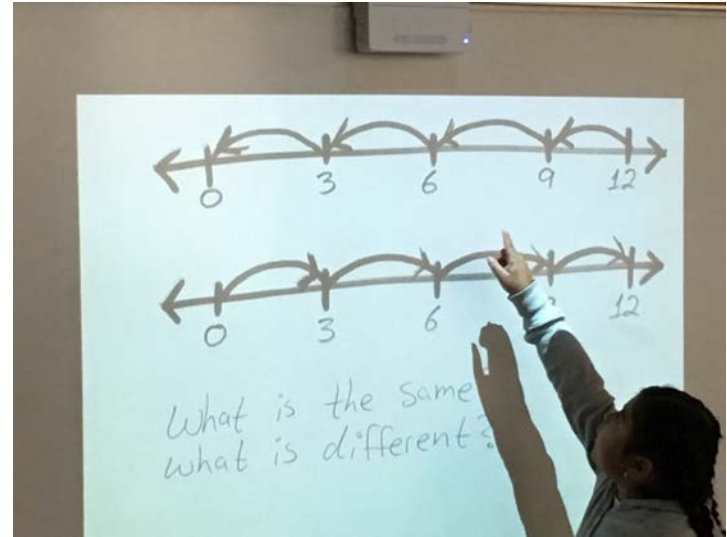
Focal Core Actions and Indicators

1A-The goal of each lesson reflects mathematics within the grade-level standards

2C-The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students.

3A-Students do the majority of the work of the lesson by working with and practicing grade-level problems and exercises.

3D- Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.



ELA/LITERACY

WHAT WE STRIVE TOWARDS

We are committed to supporting the “educational facilitators” who guide the work in building intellectual curiosity in our students along with a deep passion for reading, writing and critical thinking.



ENGLISH LANGUAGE ARTS in WCCUSD

Foundational Model: Scarborough's Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic



CURRICULUM AGNOSTIC STRATEGIES

Curriculum-agnostic strategies are approaches that can be applied across various educational frameworks and are not tied to any specific curriculum. These strategies focus on enhancing language comprehension in English Language Arts (ELA) by fostering skills that are universally applicable.

CURRICULUM INSTRUCTION & ASSESSMENT
ENGLISH LANGUAGE ARTS



HOW WE SUPPORT THE WORK

CURRICULUM-AGNOSTIC STRATEGIES



[Project Arise Comprehension Course and COP](#)

CURRICULUM INSTRUCTION & ASSESSMENT
ENGLISH LANGUAGE ARTS



OUR Tier 1 PROGRAMS



Adopted Curriculum: Elementary

[Writers' Workshop PD](#)



*Adopted Curriculum: Middle School
Supplemental Curriculum: 9th/10th*

[StudySync PD](#)



*Recommended Curriculum:
11th/12th*

[ERWC Training](#)



OUR Tier 2 INTERVENTION PROGRAMS



[SIPPS PD for Elementary Teachers](#)

[SIPPS PD for Elementary Administrators](#)



CURRICULUM INSTRUCTION & ASSESSMENT
ENGLISH LANGUAGE ARTS



WCCUSD ELA Instructional Practice Guide

An observation tool with classroom indicators

- Helps align language arts teaching and learning expectations across all schools and all grade levels
- Can be used by administrators, coaches, ILTs during walkthroughs for collecting instructional data to determine areas of improvement.

Core Action 1: Are the materials (text, questions, tasks) culturally and instructionally rich, centering diverse perspectives, providing grade-level complexity, and offering opportunities for students to examine diverse ideologies and perspectives?

Core Action 2: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)?

Core Action 3: Does the lesson and instruction provide support for all students to engage in the work of the lesson?

WCCUSD ELA Instructional Practice Guide – ELA Classroom Observation Rubric

(revised 9/13/2024)

Teacher:	Grade/Course:	School:
Curriculum being used:		Standard alignment:
Summary and big takeaways:		
Students are moving towards a strong grasp of the content of the lesson. 4 – Most students 3 – Some students 2 – Few students 1 – No students		
Instruction meets the demand of the standard or pairing of standard(s). 4 – Fully meets 3 – Mostly meets 2 – Partly meets 1 – Does not meet		
School demographic information	Race/Ethnicity	Gender
Who is in the class?		
Who is participating?		

Core Action 1: Are the materials (text, questions, tasks) culturally and instructionally rich, centering diverse perspectives, providing grade-level complexity, and offering opportunities for students to examine diverse ideologies and perspectives?

Indicator and Descriptor	1	2	3	4
1A. Text is culturally and instructionally rich and at or above the quantitative and/or qualitative complexity level expected for the grade.	There is <u>no text</u> in the lesson.	The text is <u>not appropriately complex</u> for the grade level.	The text is appropriately complex for the grade level and is <u>instructionally rich</u> .	The text is appropriately complex for the grade level and is <u>culturally and instructionally rich</u> .
1B. A majority of the lesson is spent reading, writing, and/or speaking about text.	Students are speaking or writing about the text but do not have the actual text (or any resources) open, or there is <u>no text</u> in the lesson.	Students <u>briefly</u> spend time reading, writing, and/or speaking about the text as evidenced by students reentering the text.	CURRICULUM INSTRUCTION & ASSESSMENT ENGLISH LANGUAGE ARTS	
1C. The text builds knowledge of history, civics, geography, sciences, art, math, human nature, etc. and centers diverse perspectives of authors and characters.	The text(s) <u>do not</u> provide the opportunity to build knowledge.	The text(s) are not connected to a larger, cohesive unit of study and build <u>limited knowledge</u> of a topic.		



WCCUSD

Resources for Families



CAASPP Resources

- [California Assessment of Student Performance and Progress Resources for Parents](#)
 - Understand the Assessment Schedule
 - Understanding the Resources
 - Understanding your Child's Score Report
 - Learn More About What Your Child's Score Means
 - Learn How You Can Help Your Child
- Accessing public results via the CAASPP Test Results webpage
 - [How to View Overall Test Results](#) (PDF)
 - [How to Compare Test Results](#) (PDF)
 - [How to View Change Over Time for Test Results](#) (PDF)
 - [How to View Test Results for Student Groups](#) (PDF)



Bright Spots - School Spotlights



Shannon Elementary

CAASPP Mathematics





Mission

The mission at Shannon Elementary is to support and motivate students to own their academic and social-emotional learning; empower teachers with leadership and autonomy to guide their own professional development; and include parents for maximum participation and leadership opportunities.



Vision

The vision at Shannon Elementary is that all students flourish academically, personally, and socially; teachers excel in instruction and mentor the well-being of students; and parents support and contribute to our learning community.

Data & Curriculum

- iReady Benchmark assessments Kinder-6th grade 3 times per year
- iReady myPath for ELA and Math (22/23 & 23/24 school year)

Math Specific:

- 90% of teachers used MyMath (district adopted curriculum as Tier 1)
- 10% used Zearn Curriculum for Tier 1

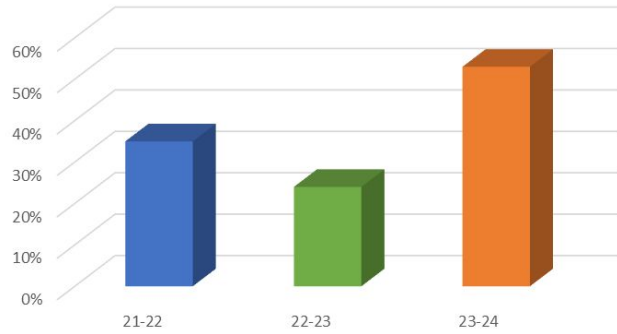


Math SBAC results over the past 3 years

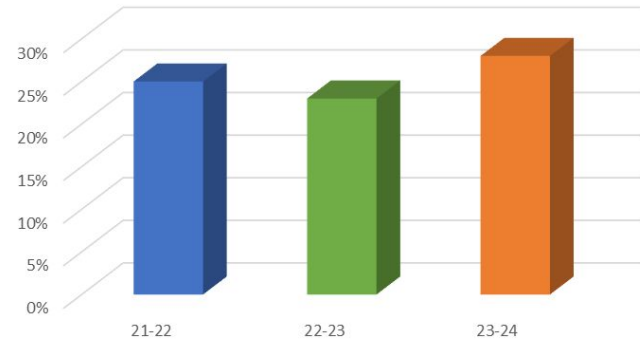
SBAC Math Over Time



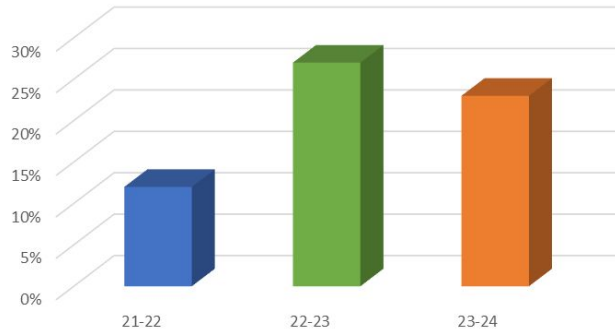
3rd Grade



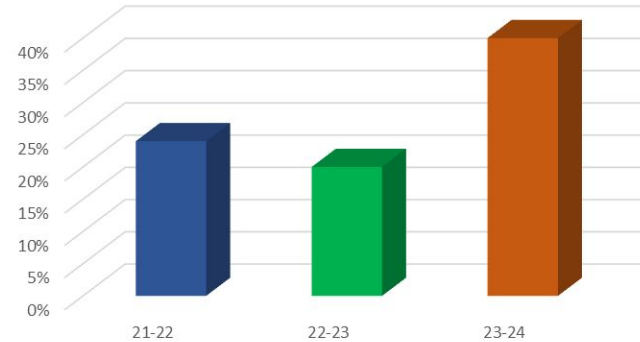
4th Grade



5th Grade



6th Grade





Math 5-Level Placement

Fall 2023 - Spring 2024

	Fall 2023	Winter 2023	Spring 2024	Change
Mid or above grade level	5% (14)	11% (26)	25% (73)	+ 20%
Early on grade level	13% (36)	21% (49)	17% (48)	+ 4%
One grade level below	49% (133)	46% (111)	38% (110)	- 11%
2 or more below	21% (58)	14% (33)	10% (29)	- 11%
3 or more below	11% (30)	8% (20)	10% (28)	- 1%

District iReady Math Growth

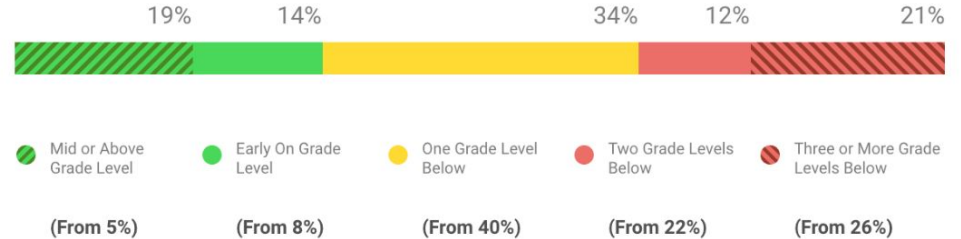
Students Assessed/Total: **16,093/17,107**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 84%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

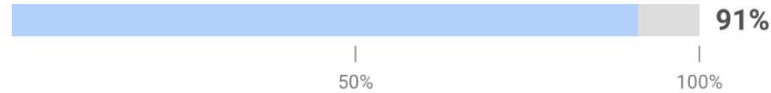
Current Placement Distribution



Shannon iReady Math Growth

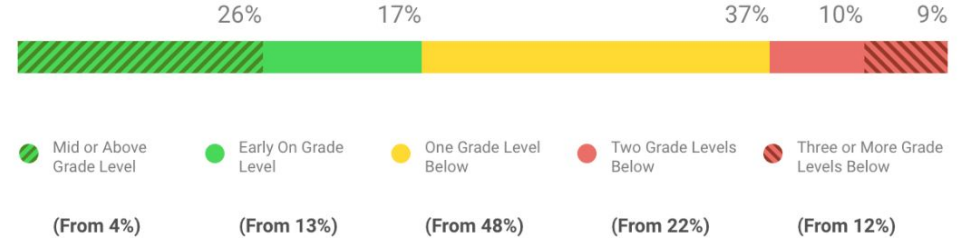
Students Assessed/Total: **281/295**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 91%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Median Progress toward Annual Typical Growth

Grade K	88%
Grade 1	97%
Grade 2	✓ 118%
Grade 3	✓ 112%
Grade 4	46%
Grade 5	67%
Grade 6	✓ 134%



Key Growth Contributors

1. Our culture that we have built at Shannon!



2. Our intentionality around the use of iReady data and myPath.

Instructional Groupings 

Subject

Math

School

Shannon Elementary

Diagnostic

Most Recent

Grade

4

Key

View All Groupings

Grouping 1

18 Students

Grouping 2

17 Students

Grouping 3

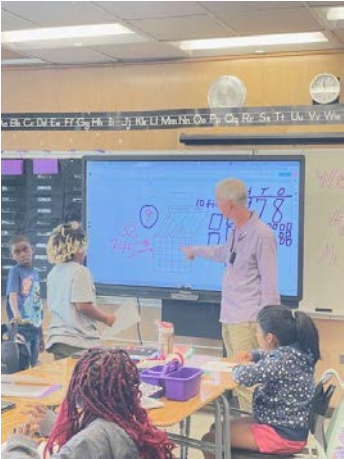
1 Student

Grouping 4

5 Students

Grouping 5

4 Students



Students in this Grouping are one grade level below in Number and Operations or Algebra and Algebraic Thinking.

Instructional Priorities

Students in this profile are having difficulty with skills and concepts related to quantitative reasoning; they may struggle with base ten computation and understanding fraction concepts, or they may struggle to understand multiplication and division concepts and the algebraic relationship between these two operations. Many students will find challenges in both areas.

Those students with a low score in Number and Operations may struggle with the mechanics of base ten operations and/or with fraction concepts. These are essential skills and must be mastered before students will progress. Those students with a low score in Algebra and Algebraic Thinking probably lack a sound understanding of multiplication models and therefore are also confused by division. They will particularly benefit from instruction on the concepts and skills described below in the section *Algebraic Thinking*. All students in this profile likely need to develop fluency with basic multiplication and division facts. They also likely need reinforcement of essential vocabulary.

Close

3. Zearn curriculum for 3rd & 6th grade



2024-2025 School year

- More classes using Zearn Curriculum
- Continued Data discussion using iReady data
- Differentiated small group instruction

New This year:

- School wide ZEARN digital lesson Implementation
- pull-out Support by Site funded Academic Support Provider
- Teacher tutoring hours for math





*Thank
You*





Nystrom Elementary

ELA SBAC

Scarborough's Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

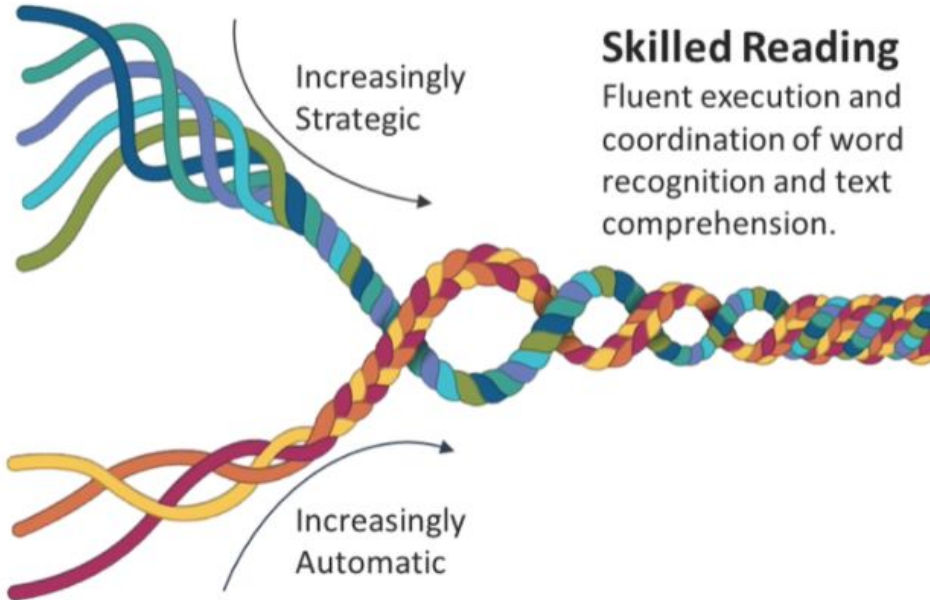
Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic



Vision + Alignment

- Focus on Tier 1 instruction with evidence-aligned curriculums

Data:

- Universal Screener (DIBELS)
- Progress Monitoring Data (DIBELS + SIPPS)
- Use data to determine dosage of instruction and make adjustments

PD + Coaching + Collaboration

- Building teacher knowledge, capacity and structures for collaboration

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

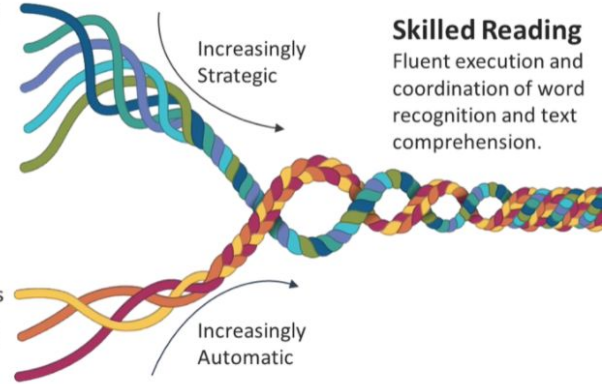
Word Recognition

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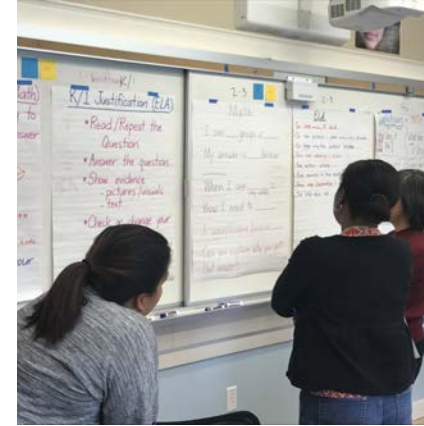
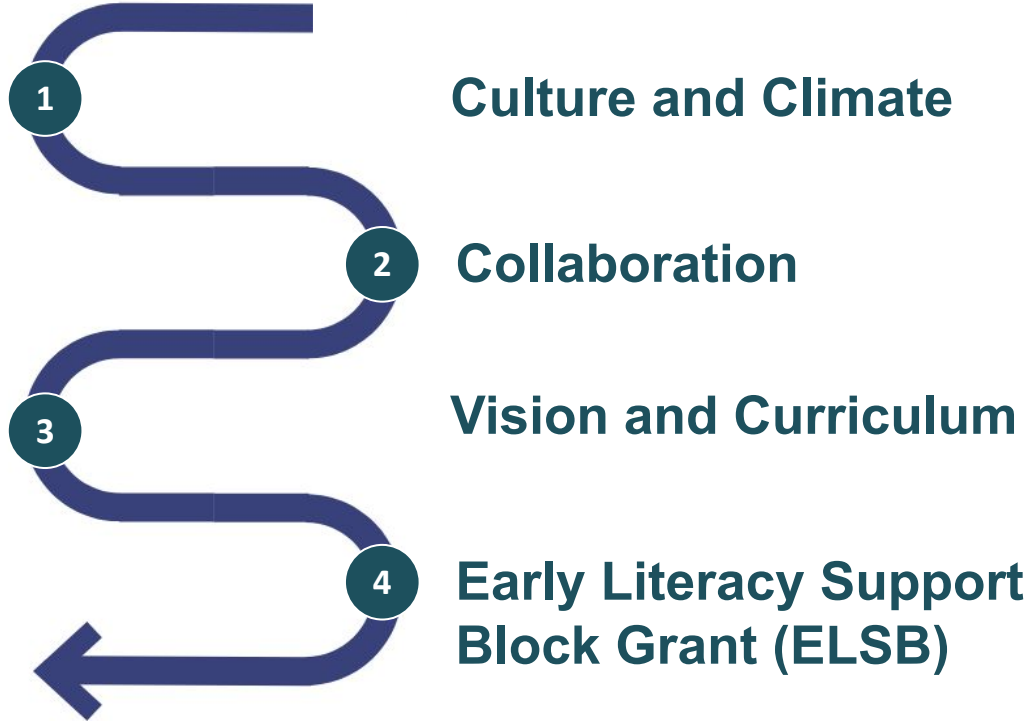
Increasingly Automatic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.



Our Work Over the Years



Vision and Alignment



Nystrom's Vision for Literacy (ELA)

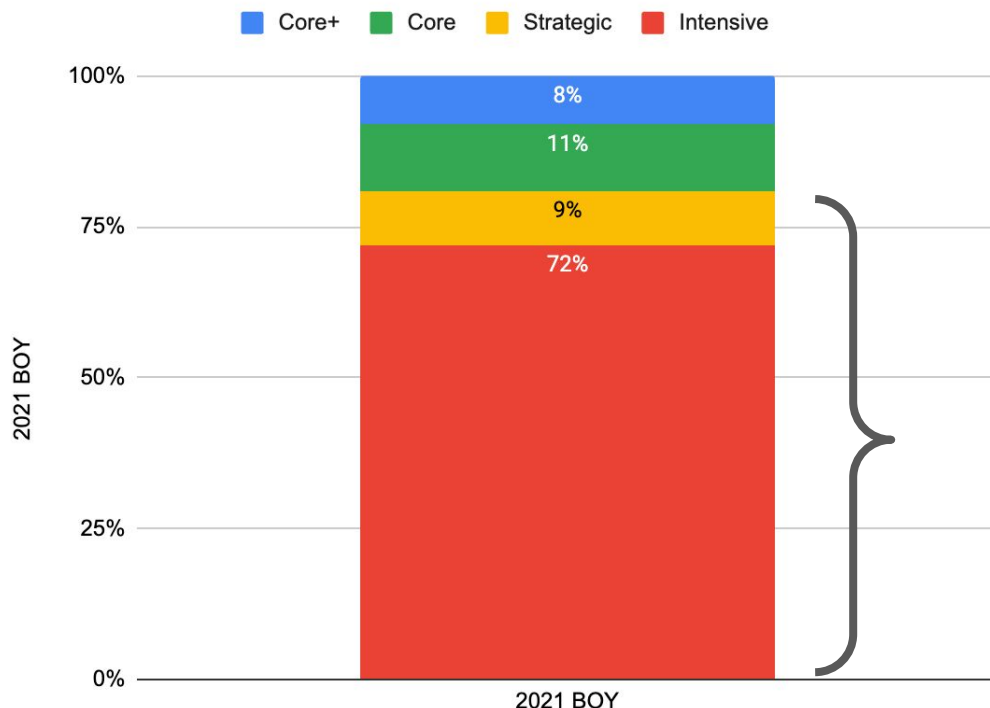


**We believe that literacy -- the ability to read,
write, and understand -- is a civil right.**

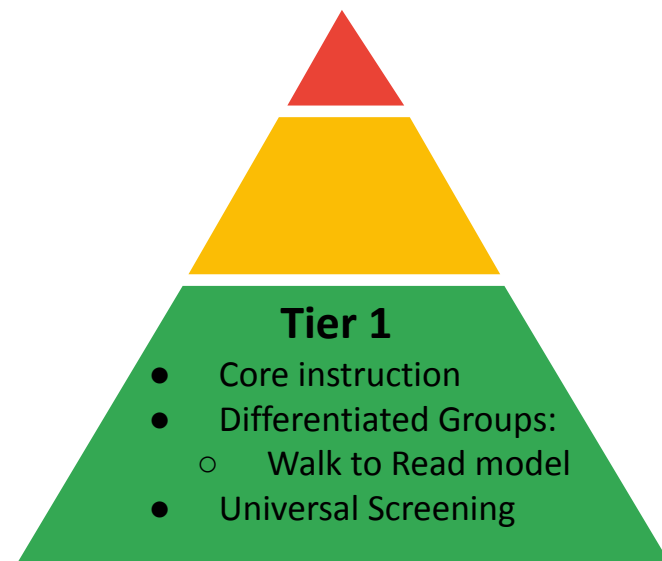
We know that reading is not a natural process, and given all this, it is our
job to explicitly and systematically teach students how to read. We believe
that literacy -- the ability to read, write, and understand -- is a civil right.

Tier 1 Focus

2021: K-3 BOY

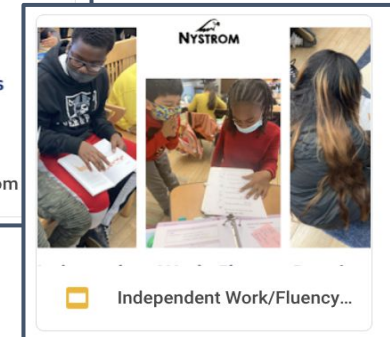
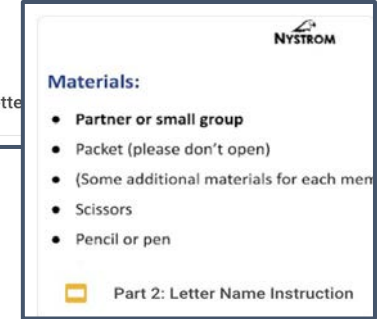


- Data told us to focus on Tier 1 instruction



Building Teacher-Knowledge

- Evidence-based Tier 1 Curriculum for Foundational Skills (SIPPS)
- Professional Development
- Coaching
 - How children learn to read
 - The *why* behind evidence-based reading strategies



Walk to Read Model

- Provides differentiated instruction based on data
- Flexible groupings respond to students' progress
- Allows teachers to focus on teaching students in a particular developmental phase of their reading development

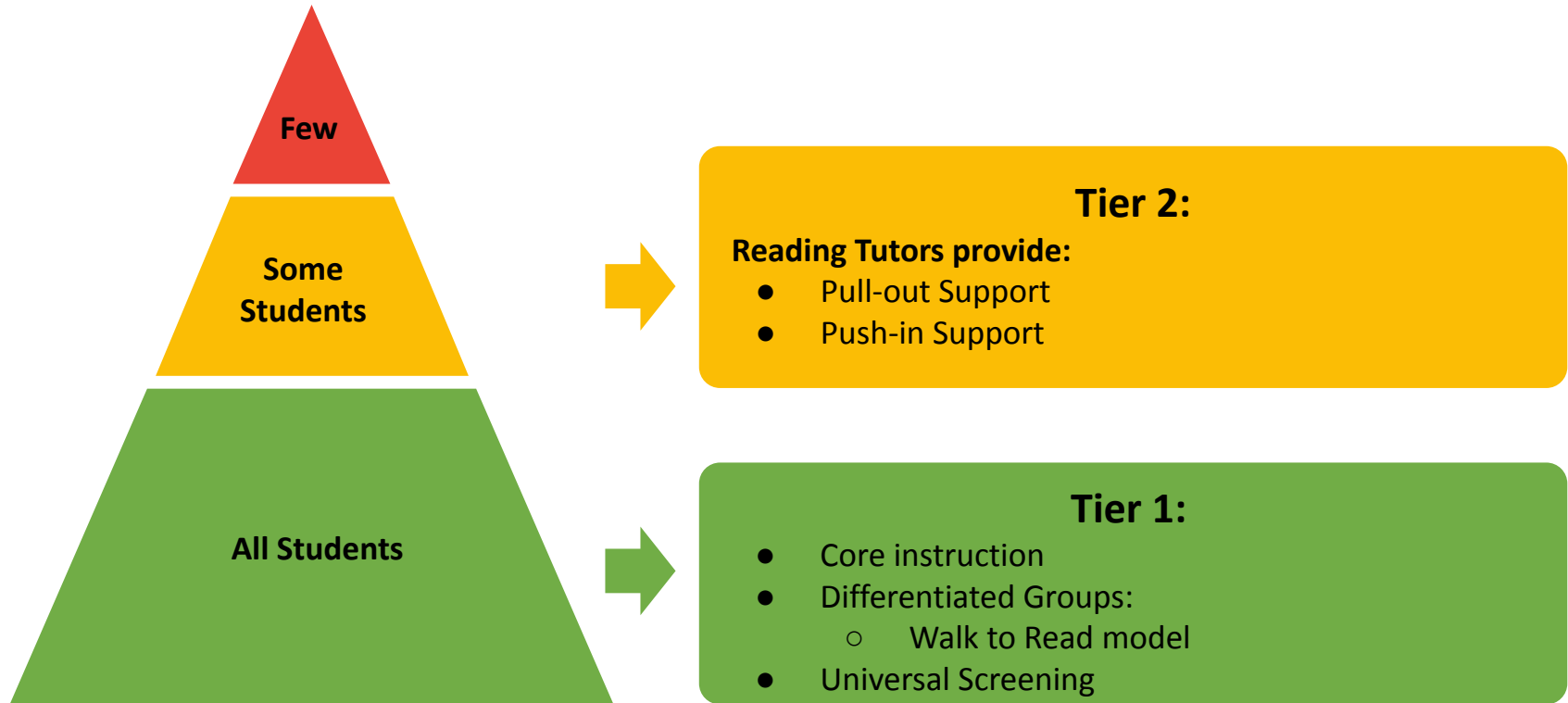
“

In its best form, walking to read allows for more targeted, more efficient, more streamlined planning, instruction and assessment monitoring. It's a great option for a highly functional staff.

”

*Differentiating Reading Instruction and the Walk to Read Model –
Hit or Miss??*

Aligning Support Across Tiers



Increased Focus on Language and Writing Instruction

Writing

P

Prompt: Describe the characters and what important events happened.

Gist

Who	Did What?	When/Where?	Why?
Peacock	Switched jobs	at the farm	because the hens were jealous
3 hens			

Do	What
Peacock & The 3 hens	Switch jobs

Pick Ideas:

- The peacock had a job to walk and get cars to stop
- The peacock he couldn't lay eggs - they switched jobs
- The hens were jealous - The hens wanted to be beautiful like the peacock and not do work
- Nobody stopped for the hens

W

The peacock and the three hens switched because the hens were jealous.

The peacock got a lot of attention and business was booming. The chickens were jealous because they wanted to stop the cars too.

Then, the peacock and the 3 hens switched jobs but the peacock could not lay eggs and the hens did not stop cars.

Finally, they switched back and they realized that everyone has an important job to do.

The peacock and the 3 hens switched jobs because the hens were jealous.

The peacock got a lot of attention and business was good.

Then, the hens were jealous because they thought they were doing all of the work.

Next, the peacock and the 3 hens switched jobs but the peacock could not lay eggs and the hens could not stop cars.

Finally, they switch back and realized that everyone has a job to do.

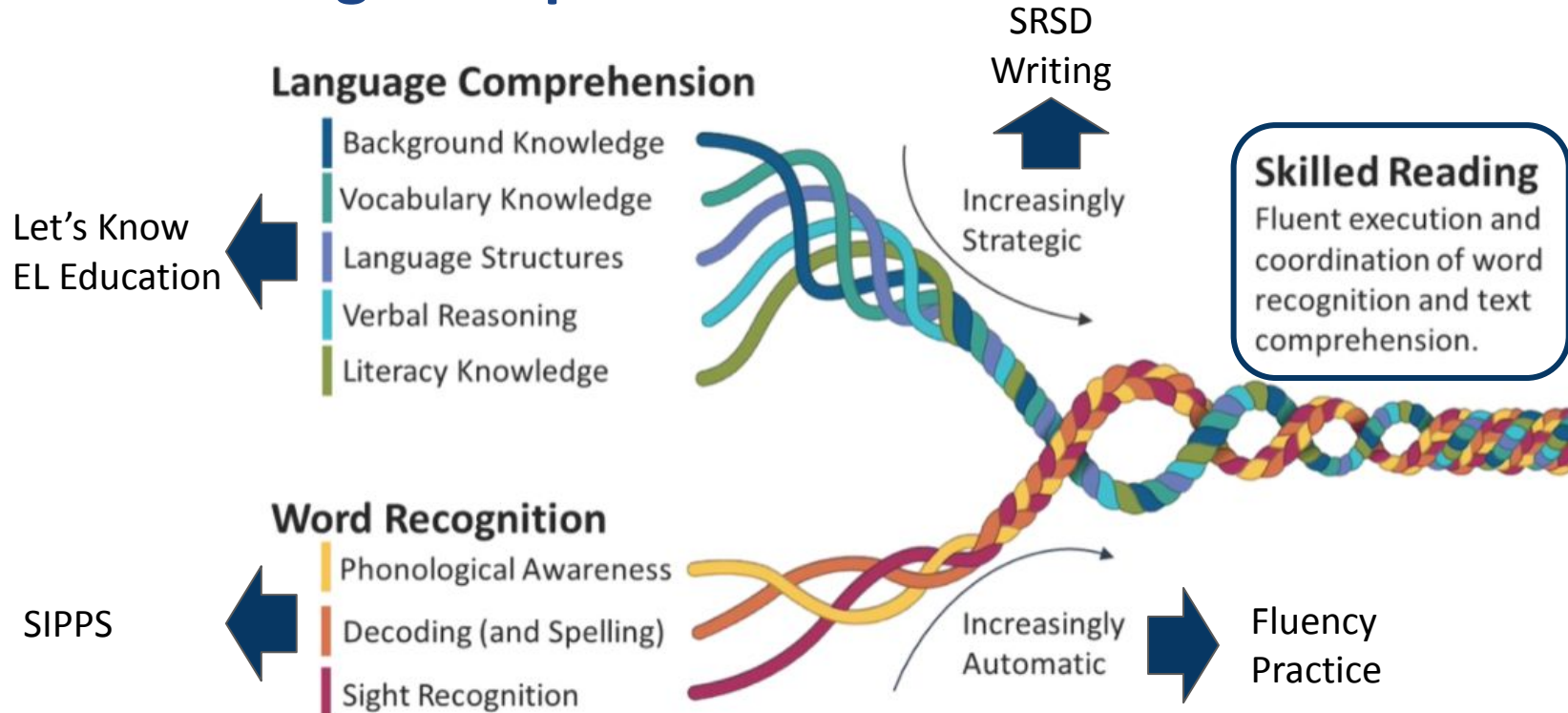
Text of the Day

Similar
A lot alike

Relieved
Not worried any more

Three Hens and a Peacock

Scarborough's Rope



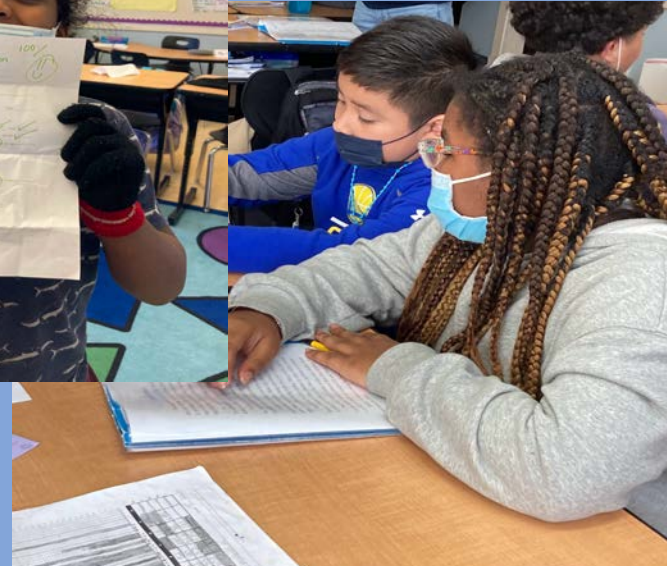
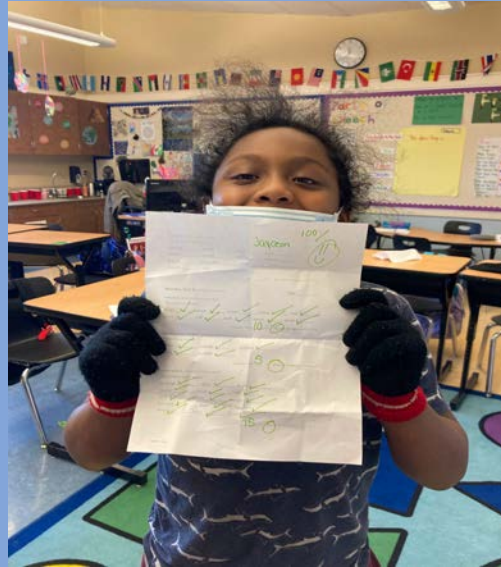
Using Data to Drive Instruction

Data

Adults



Students



Collaboration: Teacher-led DDI Meetings

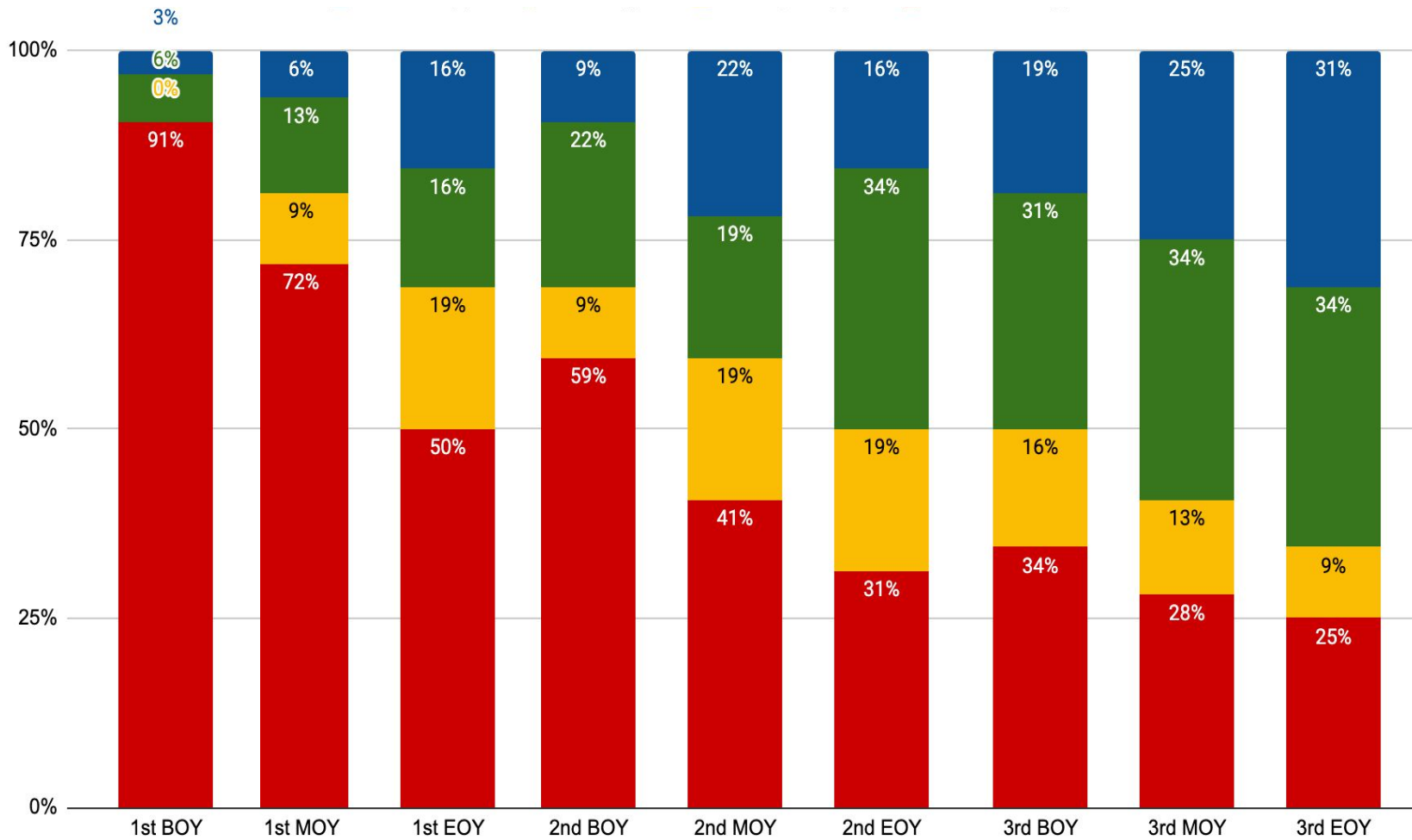


- Led by teachers
- Biweekly meetings
 - Analyze progress-monitoring data
 - Refine implementation
 - Adjust groupings

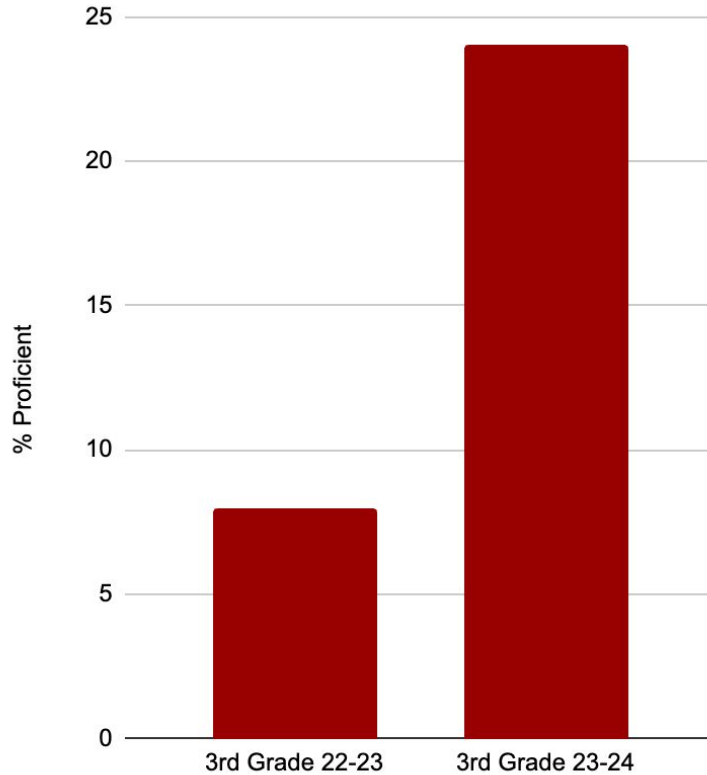




- [illegible]



3rd Grade SBAC Proficiency

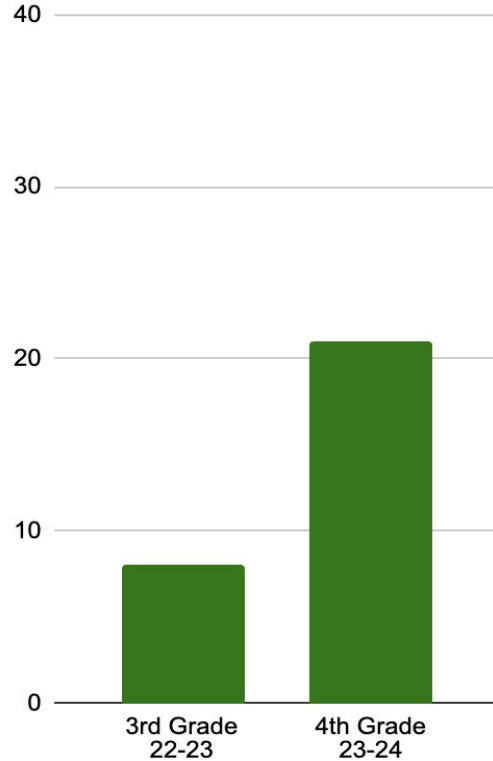


Compared to 22-23 SBAC:

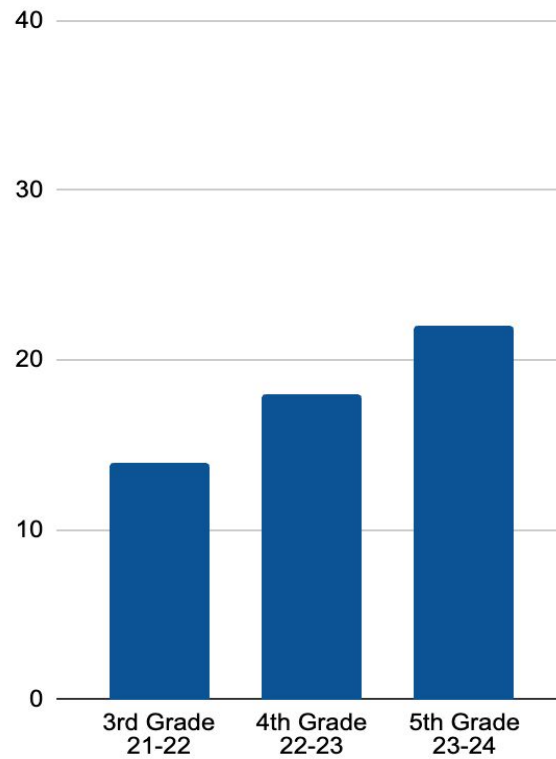
- 16% increase in proficiency
- 12% decrease in students in the lowest band



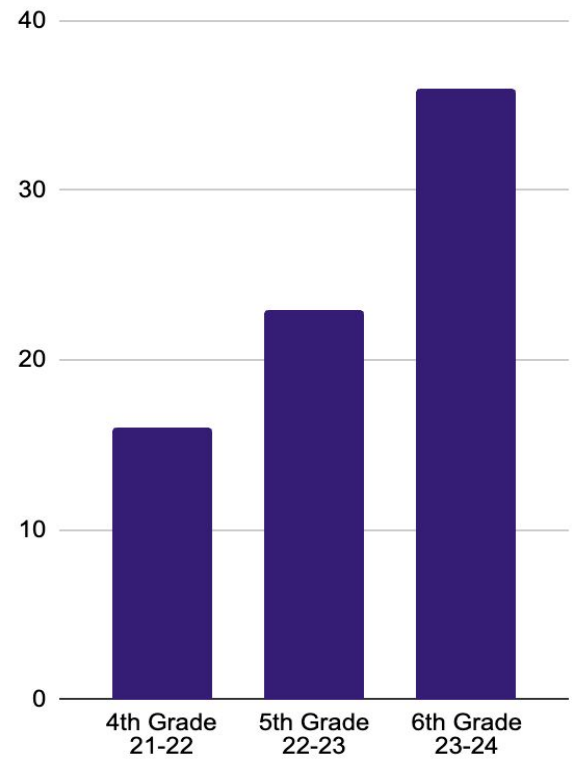
4th Grade Cohort SBAC Proficiency



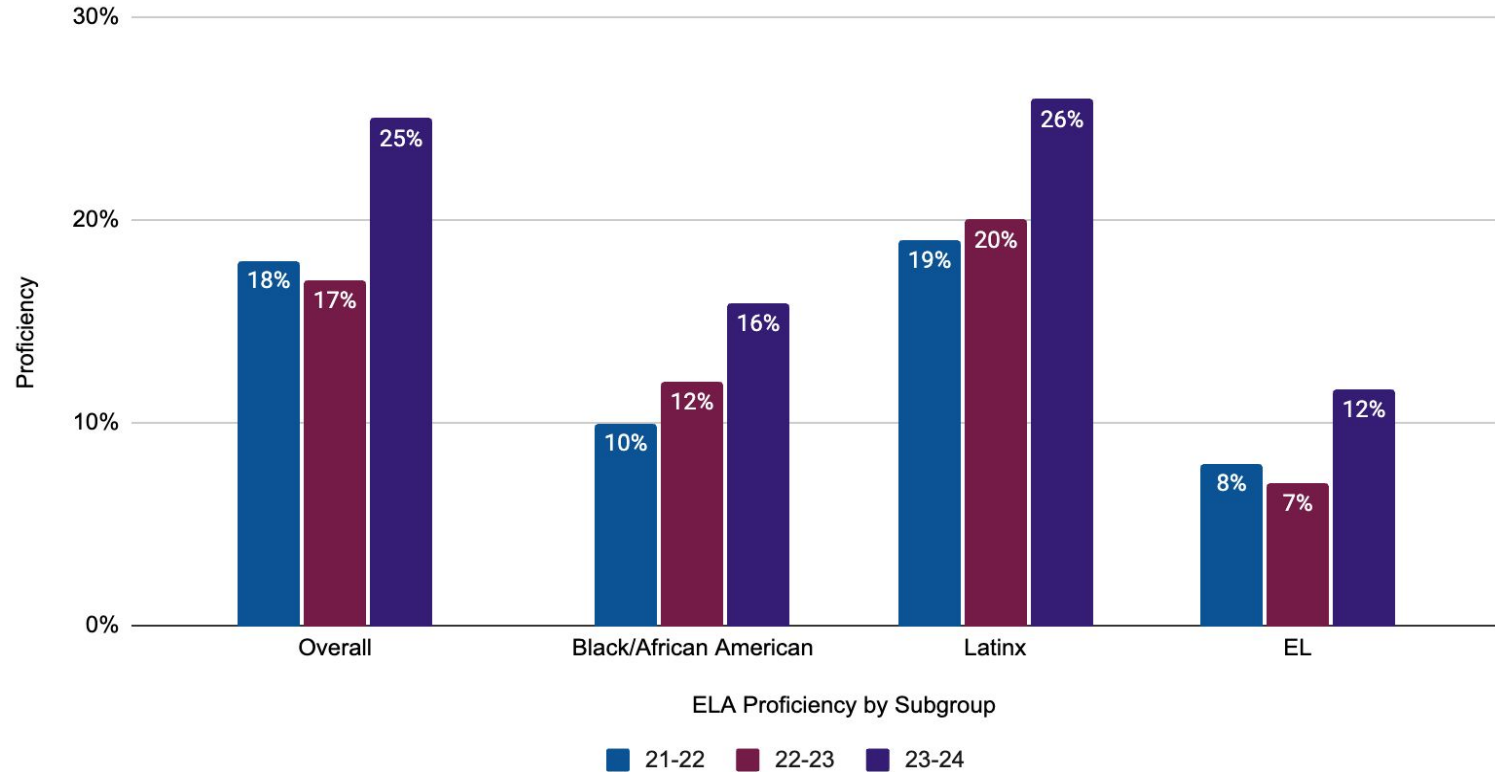
5th Grade Cohort SBAC Proficiency



6th Grade Cohort SBAC Proficiency



SBAC ELA Proficiency



Keys to Growth

- **Schoolwide alignment and focus**
- **Focus on Tier 1 instruction with evidence-aligned curriculums**
- **Building teacher capacity and structures for collaboration**
- **Use data to determine dosage of instruction and make adjustments**

**“We are not where we want to be,
we are not where we are going to be,
but we are not where we were.”**

-Rosa Parks