Academic Achievement and Student Outcomes

Focus on Mathematics

Educational Services
August 14, 2019
Ventura Unified School District
2018-2019 Local Control Accountability Plan Goals

1. Increase Student Achievement
2. Student Connections to Schools
3. Family Involvement
Draft Timeline for LCAP Board Presentations 2019-2020

August 1, 2019
Pre-LCAP Study Session

September 2019
LCAP#1  Goal #1  Preliminary State Testing Data 2018-2019
LCAP #2  Goals #2  Internal Attendance and Behavior 2018-2019

November 2019
LCAP #3  Goal #1  Quarter 1 6-12th Attendance, Behavior, Assessments
Goal #2  Williams Report: Credentialed Teachers & Facilities

December 2019
LCAP #4  Goals #1 and #2  California Dashboard Final Results

January 2020
LCAP #5  Goal #1  Trimester 1 Elementary Data
Goal #2  Attendance, Behavior, Assessments

February 2020
LCAP #6  Goals #1 and #2  Quarter 2 Secondary Data Review

March 2020
LCAP #7  Goals #1-3  Preliminary Stakeholder Survey Review

April/May 2020
LCAP#8  Goals #1 and #2  T2 Elementary Data and Q3 Secondary Data

May 2020:
LCAP #9  Proposed Actions and Services for All Goals

June 2020
LCAP #10  Public Hearing and First Reading
            Request for Board Approval
Goals

- LCAP Goal #1 Increase Student Achievement
- A Multi Tiered System of Supports in VUSD
- California Dashboard Focus on: Priority 4 Student Achievement Mathematics
- Discussion of Current Programs & Actions and Next Steps
Vision for Multi-Tiered System of Support

- Administrative Leadership
- Integrated Educational Framework
- Family & Community Engagement
- Inclusive Policy Structure and Practice

All Means All
Today’s Focus
California State Priorities

Priority 4: Student Achievement
Mathematics

LCAP Goal#1
Collaborative Presentation and Discussion Flow

- Analysis & Context  ➔  Questions and Discussion
- Current Programs and Actions, Next Steps  ➔  Questions and Discussion
- Supporting Data
Priority 4: Student Achievement

LCAP Goal#1
Mathematics

2017

2018
All years of students’ education were Common Core/New CA Standards

Only 2-4 years of students’ education were Common Core/New CA Standards

Only 5-6 years of students’ education were Common Core/New CA Standards

2018-2019 VUSD K-12 Math Students
Students' Grade Level Curricular/Instructional Experience in Math

- **Key**
  - = Common Core-Aligned Adopted Math Curriculum
  - = Common Core-Aligned “Bridge” Math Curriculum
  - = Non Common Core-Aligned Math Curriculum

### 2018-19 VUSD Students

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Kindergartener</th>
<th>1st Grader</th>
<th>2nd Grader</th>
<th>3rd Grader</th>
<th>4th Grader</th>
<th>5th Grader</th>
<th>6th Grader</th>
<th>7th Grader</th>
<th>8th Grader</th>
<th>9th Grader</th>
<th>10th Grader</th>
<th>11th Grader</th>
<th>12th Grader</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Analysis and Context

**Elementary  2018 to 2019 summary**

- In general, 2019 was a year of increase for elementary grades
  - All grade 3 student groups increased
  - In grades 4 and 5, 4 of 7 student groups in increased
  - Grade 4 SWD decreased; all others increased
- However, achievement gaps between student groups persist and increased in grades 4 and 5 (e.g., Latino vs. White, SED vs. Non-SED)
- 3rd and 4th grade EL scores increased
- SED increases across elementary are commendable
  - Grade 3 22% increase
  - Grade 4 6% increase
  - Grade 5 8% increase

**Secondary  2018 to 2019 summary**

- In general, 2019 was a strong year of results for HS math;
  - All VUSD student groups improved
  - All but one VUSD student group performed better in 2019 than highest state and county levels
  - For 6 of 7 student groups, 2019 rates are new 5 year highs
  - VHS and FTHS made strongest gains
  - However, achievement gaps between student groups persist and in some cases increased (e.g., Latino vs. White, SED vs. Non-SED)
- 2019 was less strong of a year for MS math
  - Overall, 6th grade declined, except for slight increase in SED and SWD
  - 7th and 8th were largely stable, except for strong increases in SED rates
- 2019 SED increases across secondary are noteworthy; average growth of 14 points
- 11th grade gains in EL student group
### Data Analysis and Context (continued)

#### Elementary 5 year trends
- In elementary, 2019 results in grades 3 and 4 are stronger than 2015. Although grade 5 decline is of concern, VUSD rates still outperform that of the state and county.
- Of all tested grades and student groups, 3rd grade Latino students have the largest increase (8 points) over 5 years.
- In all tested grades VUSD Latino students outperform the county and state; generally VUSD EL students outperform the county and state.
- Elementary VUSD rates do not appear to have consistent discernible trends over 5 years.
- Little change has occurred in achievement gaps in VUSD, the state and county.
- SAI teachers have reported that their students struggle with the spiral nature of the recent math adoptions.

#### Secondary 5 year trends
- Throughout secondary, 2019 results are stronger than 2015; grade level and student group increases over 5 years.
- Of all tested grades, 11th grade has by far the largest increase (12 points) over 5 years.
- However, increases were not “straight lines” of year-over-year improvement; 2018 was an anomalous year of marked declines in HS.
- VUSD’s “upper CAASPP grades” (8th and 11th) generally outperform the county and state whereby VUSD’s lower secondary grades (6th and 7th) are more mixed relative the state and county.
- ELs taking 11th Grade CAASPP are usually newcomers, SWD or LTELs.
- Little change has occurred in the persistent achievement gaps in VUSD, the state and county.
- 6th Grade SAI teachers have reported students coming from elementary are not ready for the Core curriculum.
## Current Programs and Actions

### Elementary

- 2nd year of math curriculum implementation
- Strengthening implementation of Number Corner curriculum in Kindergarten Title 1 classrooms
- Increased emphasis on administering, analyzing and reteaching from district benchmarks
- TOSA attended VCOE EL network and Math for ELs
- Moby Max as an individualized math support
- TOSA presented UDL strategies to elementary SAI teachers in 18-19 year

### Secondary

- Strengthening implementation of MVP across all high school sites
- Increasing the number of non-GATE classrooms/teachers using CPM in middle schools
  - CPM teacher training underway/ongoing
- Increased emphasis on administering, analyzing and reteaching based on district benchmarks results
- TOSA participation in VCOE EL network and Inquiry & Implementation around ELs and Math
- SSAE Grant Math Leadership Cohort
- SSAE Grant Math Chromebooks
- SSAE Grant Blended Learning (including online modules)
Next Steps

**Elementary**

- Modeled after secondary SSAE, elementary cohort that will receive math training and chromebooks for non-Title 1 school for grades 3-5 funded by LPSBG
- Site funds allocated for math intervention through the LPSBG
- Elementary TOSA PD for elementary SAI teachers
- TOSA professional development on academic language objectives, language demands of tasks within the content areas and appropriate scaffolds
- Continue cross department work with C&I to make sure SWD have access to grade level curriculum at the elementary level in particular

**Secondary**

- Improving summer school math credit recovery platforms/methods (e.g., Edgenuity vs. Apex) and increasing credit recovery access during the school year
- Increasing student-specific math skill gap intervention in existing classes with digital/online supplemental modules
- Improved MS-HS and ES-MS articulation of math instructional methods, standards to emphasize, etc.
- TOSA professional development on academic language objectives, language demands of tasks within the content areas and appropriate scaffolds
Next Steps

For SWDs:

- Professional development for faculty and staff in progress monitoring and intervention in the course of individual student case management.
- Continued PD on implementing IEP accommodations.
- Professional development for teachers working with applicable student groups in the infusion of testing practice scenarios into daily course of instruction in order to better prepare students with socio-emotional challenges or mental health issues for testing scenarios and establish new routines.
- Professional development for teachers working with applicable student groups in socio emotional supports, preemptive and response strategies to help mitigate stress response of students to testing scenarios.
- Professional development on Co-Teaching for access to grade-level curriculum.
Next Steps

For ELs:

- High-leverage EL strategies integrated into all professional development for grade-level mathematics for leaders and teachers
- Continued support and direction with course placement
- Emphasis on academic and content vocabulary in professional development and materials
- Professional development on language objectives
- Focused progress monitoring at site and district level
- Potential partnership with UCLA to evaluate long-standing achievement gap at high school level
- Development of curriculum guides
Grade 3 Mathematics
All Students

State of California
Ventura County
Ventura Unified

2015 2016 2017 2018 2019

For the future of every student
Grade 3 Mathematics English Learner Students

State of California

Ventura County

Ventura Unified

2015 2016 2017 2018 2019
Grade 3 Mathematics
Economically Disadvantaged Students

State of California
Ventura County
Ventura Unified

2015  2016  2017  2018  2019

For the future of every student
Grade 3 Mathematics
Students with Disabilities

State of California
Ventura County
Ventura Unified

2015 2016 2017 2018 2019
Grade 4 Mathematics
Economically Disadvantaged Students

State of California
Ventura County
Ventura Unified

2015  2016  2017  2018  2019

For the future of every student
Grade 5 Mathematics
All Students

State of California
Ventura County
Ventura Unified

2015  2016  2017  2018  2019
Grade 5 Mathematics
Not Economically Disadvantaged Students

![Bar chart comparing Grade 5 Mathematics scores for State of California, Ventura County, and Ventura Unified School District from 2015 to 2019. The chart shows improvements over the years in each category.]
Grade 5 Mathematics
Students with Disabilities

- State of California
- Ventura County
- Ventura Unified

2015 2016 2017 2018 2019
Grade 6 Mathematics
English Learner Students

State of California  Ventura County  Ventura Unified

2015  2016  2017  2018  2019

For the future of every student
Grade 6 Mathematics
Economically Disadvantaged Students

State of California
Ventura County
Ventura Unified

2015  2016  2017  2018  2019

For the future of every student
Grade 6 Mathematics
Not Economically Disadvantaged Students

State of California
Ventura County
Ventura Unified

2015 2016 2017 2018 2019
Grade 7 Mathematics
Economically Disadvantaged Students

State of California  Ventura County  Ventura Unified

2015  2016  2017  2018  2019
Grade 7 Mathematics
Not Economically Disadvantaged Students

- State of California
- Ventura County
- Ventura Unified

For the future of every student
Grade 7 Mathematics
Hispanic Students

State of California  Ventura County  Ventura Unified

2015  2016  2017  2018  2019
Grade 8 Mathematics
English Learner Students

State of California  Ventura County  Ventura Unified

2015  2016  2017  2018  2019
Grade 8 Mathematics
Economically Disadvantaged Students

State of California
Ventura County
Ventura Unified

2015 2016 2017 2018 2019
Grade 8 Mathematics
Not Economically Disadvantaged Students

State of California
Ventura County
Ventura Unified

2015 2016 2017 2018 2019
Grade 8 Mathematics
Hispanic Students

State of California
Ventura County
Ventura Unified

2015 2016 2017 2018 2019
Grade 8 Mathematics
White Students

State of California
Ventura County
Ventura Unified

2015  2016  2017  2018  2019
Grade 11 Mathematics Students with Disabilities

- State of California
- Ventura County
- Ventura Unified

- 2015
- 2016
- 2017
- 2018
- 2019

For the future of every student
Questions and Discussion
Vision for Multi-Tiered System of Support

- Administrative Leadership
- Integrated Educational Framework
- Family & Community Engagement
- Inclusive Policy Structure and Practice

All Means All
Thank you!