

# Board Goals 3 & 4: Mid-year Data Monitoring

## Board of Education Goals

### Goal 1 Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

### Goal 2 Reading: Acceleration

The percentage of students in Grades 4–8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC–English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

### Goal 3 Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A–G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

### Goal 4 College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A–G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028.

## Board of Education Guardrails

- ▶ **The Superintendent may not allow** resources to be allocated without evidence of their equitable distribution aligned with the Excellence & Equity board policy.
- ▶ **The Superintendent may not allow** major district-wide initiatives to go forth without engaging students of color and their families, following stakeholder engagement principles that are utilizing current adopted best practices.
- ▶ **The Superintendent may not allow** implementation or adoption of any classroom curricula or programming that does not prioritize educational and racial equity.

Adopted: November 1, 2023



# Goals, Interim Goals & Leading Indicators



**Board Goals** - aspirational, ambitious long-term goals for 2027-28

**Interim Goals** - near-term leading indicators of progress toward Board Goals; should be predictive of goals and used to track progress towards ultimate goal

**Leading Indicators** - predictive measurements in our control that lead to our hoped-for success; can be student data but also adult or student behaviors or actions that can impact goal outcomes

# Goal 3

## Algebra Proficiency



# Goal 3 Algebra Proficiency



In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

- ▶ Leading Indicators
  - ▶ A-B-C rate in Grade 8 and Grade 9 Algebra at end of year
  - ▶ i-Ready Math Placement
  - ▶ Grade 5 & Middle School Math Grades



# Goal 3 Algebra Proficiency: Context



## Two main course pathways to Algebra

- Standard pathway to take Algebra in Grade 9, following Math 6, Math 7 & Math 8 in Middle School
- Accelerated pathway = 1.5 years of Standards covered in Grades 6 & 7 to take Algebra in Grade 8

## Historical variation in middle school placement

- Current Grade 6 & 7 students were nearly **all** placed into Accelerated course sequence (“wall-to-wall accelerated”)
- Current Grade 8 & 9 students placed in Accelerated courses **if criteria met/recommended**

## Data Considerations for Goal 3

- Consider successful completion historically for Algebra in Grade 8 vs Grade 9
- Examine successful completion for wall-to-wall Accelerated Math 6 & 7 courses over time

# Goal 3 Algebra Proficiency

Target cohort: Students who will be in Grade 9 in 2027-28

2023-24	2024-25	2025-26	2026-27	2027-28
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Grade 6	Grade 7	Grade 8	Grade 9	–
Grade 7	Grade 8	Grade 9	–	
Grade 8	Grade 9	–	–	
Grade 9	–	–	–	

Target goal: 80%+  
Grade 9 Students meet  
Algebra A-G requirement  
with 0% proficiency gap  
between Black/African  
American Students and  
All Other students

# Goal 3 Algebra Proficiency

Target cohort: Students who will be in Grade 9 in 2027-28

Monitor Grade 5

Data Available

2023-24	2024-25	2025-26	2026-27	2027-28
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Percent of students				
<ul style="list-style-type: none"><li>On/Above Grade level for <b>i-Ready Math Algebra &amp; Algebraic Thinking</b> Domain (Goal 54%)</li><li>3 or Higher on Math <b>Achievement Report</b> (Goal 70%)</li></ul>				



# i-Ready Considerations: Placement at each Diagnostic Window

2022-23

Diagnostic 1



Weeks 2, 3 & 4

Diagnostic 2



Weeks 18, 19 & 20

50%

Diagnostic 3



Weeks 34, 35 & 36

100%



2023-24



Weeks 2, 3 & 4



Weeks 14, 15 & 16

40%



Weeks 26, 27 & 28

75%

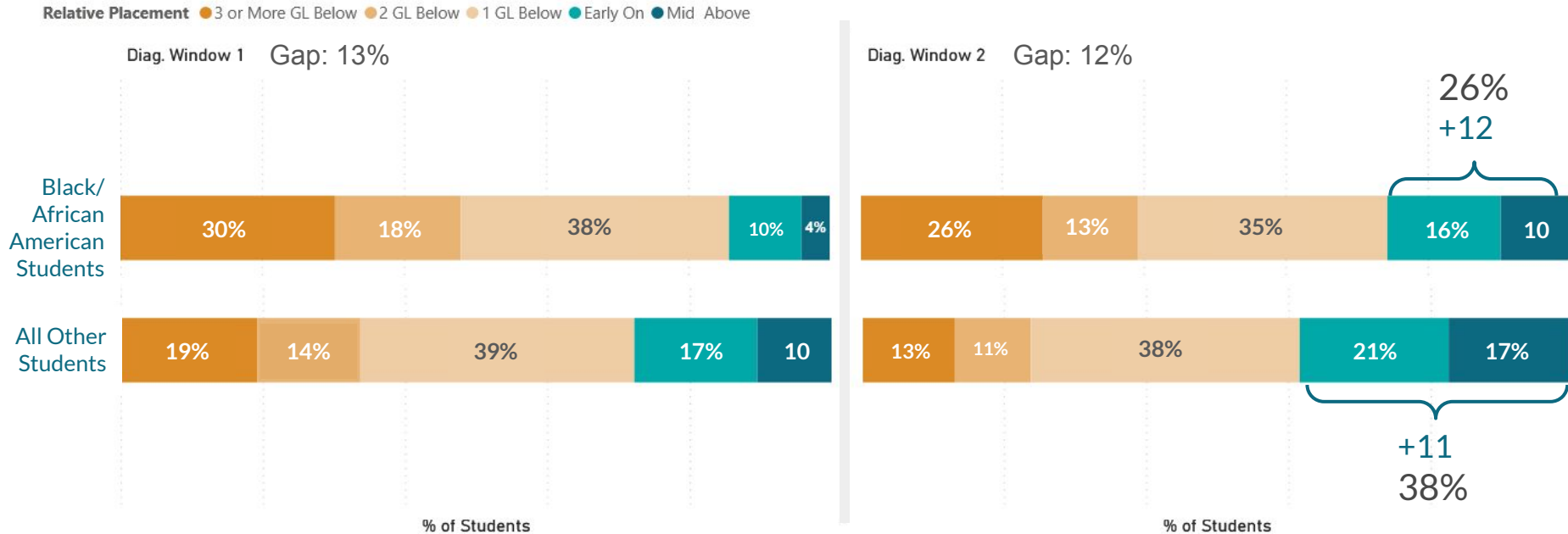


# Goal 3: Grade 5 i-Ready Algebra Domain



## Target cohort Grade 5

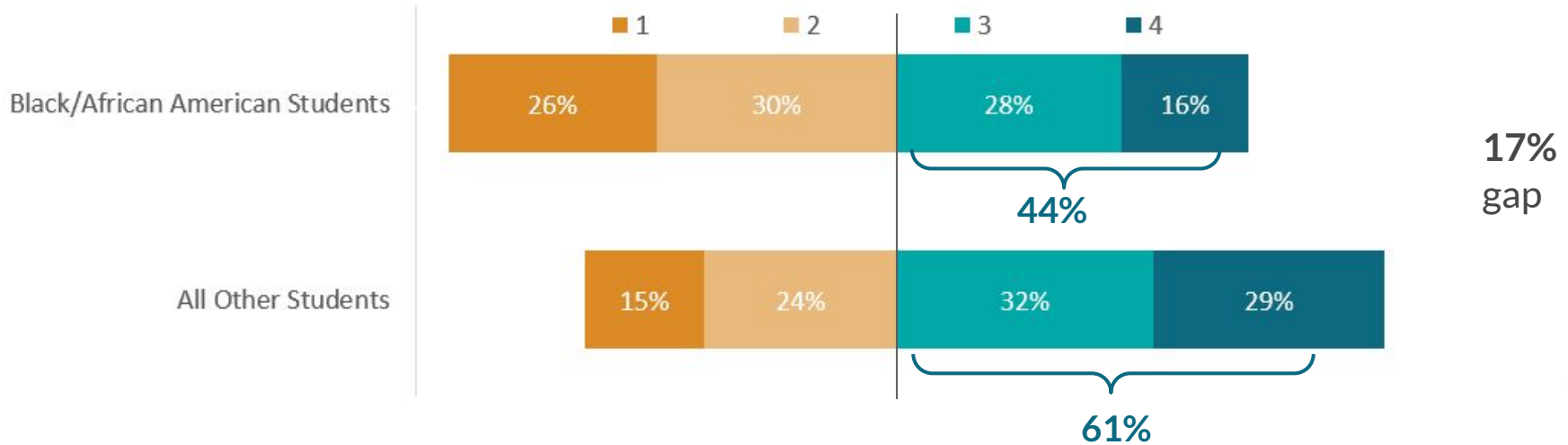
Black/African American students grew similarly to All other students from D1 to D2; the gap was 12% at D2 with 26% of Black/African American students on/above grade level, as compared to 38% of All Other students.



# Goal 3: Grade 5 Semester 1 Achievement

Overall, we observe a **17% gap** between Black/African American students and All other students earning a 3 or higher on the Grade 5 Math Achievement Report.

Black/African American students had slightly fewer 3s on Achievement Report (**4% fewer**), however were quite a bit less likely to receive 4s (**13% fewer**) as compared to All Other students.



# What other student data can we monitor to know if we are on-track to meet **Goal 3** in 2027-28?

Data that answers the following questions:


- How are current Grade 6 & 7 students performing in “wall-to-wall” Accelerated Math?
- How many current Grade 8 students are enrolled in Algebra vs. Math 8, and what are their A-B-C rates?
- How many current Grade 9 students have met or are on-track to meet Algebra A-G requirement?

# Goal 3: Wall-to-Wall Accelerated Math

## Accelerated path

Math 6 Accelerated


**Math 6 ACC**  
Grade 6 Standards +  
½ Grade 7 Standards



The image shows three math textbooks. On the left is 'BIG IDEAS MATH' for Grade 6. In the middle is 'BIG IDEAS MATH' for Grade 7. On the right is 'BIG IDEAS MATH Advanced 1'. They are arranged with a plus sign between the first two and an equals sign between the second and third.

→ Math 7 Accelerated

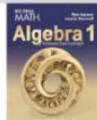
**Math 7 ACC**  
½ Grade 7 Standards +  
Grade 8 Standards



The image shows three math textbooks. On the left is 'BIG IDEAS MATH' for Grade 7. In the middle is a small red book. On the right is 'BIG IDEAS MATH Advanced 2'. They are arranged with a plus sign between the first two and an equals sign between the second and third.

→ Grade 8 Algebra

**Algebra I**  
High School Standards



The image shows a single textbook titled 'Algebra 1' with a gold spiral cover.

## Current Grade 6

All students placed in Accelerated path (excluding Special Education courses) (4,482)

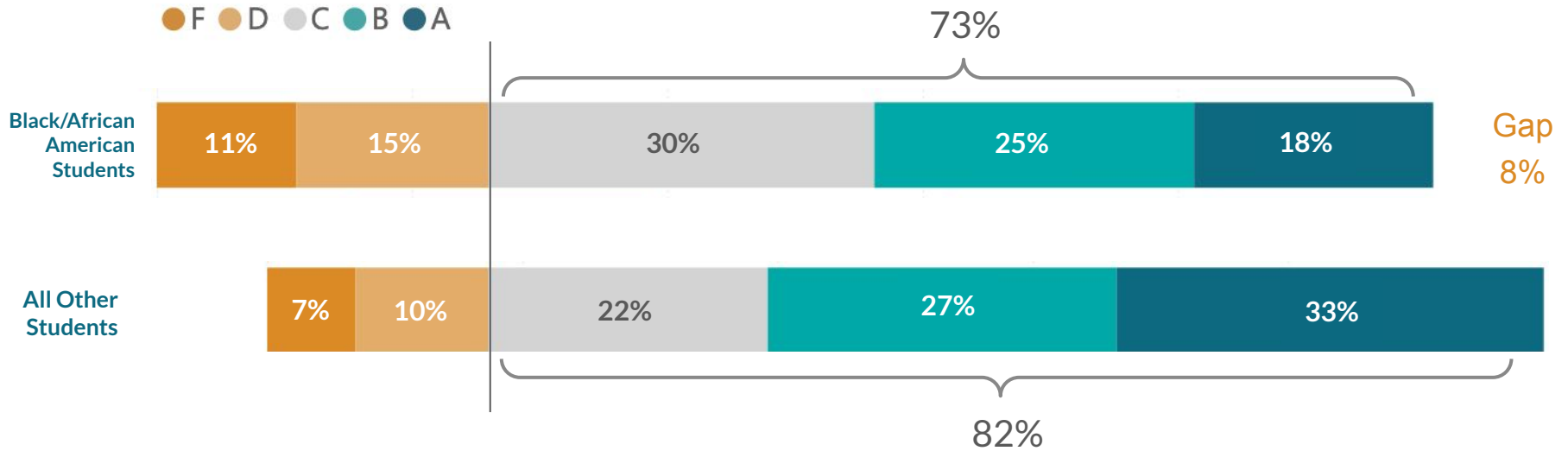
Black/African American students ( 558 = 12%)

All Other Students (3,924 = 88%)

# Goal 3: Grade 6 Semester 1 Achievement



Black/African American students earned fewer A-B-Cs at Semester 1 for Math 6 Accelerated (8% gap).



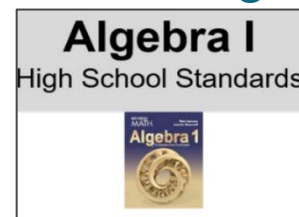
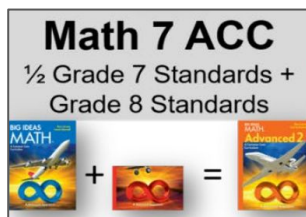
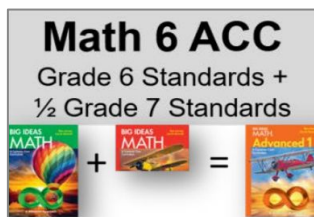
# Goal 3: Wall-to-Wall Accelerated Math

## Accelerated path - Year 2 for Current Grade 7

Math 6 Accelerated

→ Math 7 Accelerated →

Grade 8 Algebra



Current Grade 7 Math Enrollment:

**Math 7 Acc:** 4,127    91% of Gr 7 students enrolled in Accelerated Math

Black/African American students nearly evenly represented: 488 students = 12% of Math 7 Acc

264 Grade 7 students, while in Grade 6 last year, did not start on the Accelerated pathway

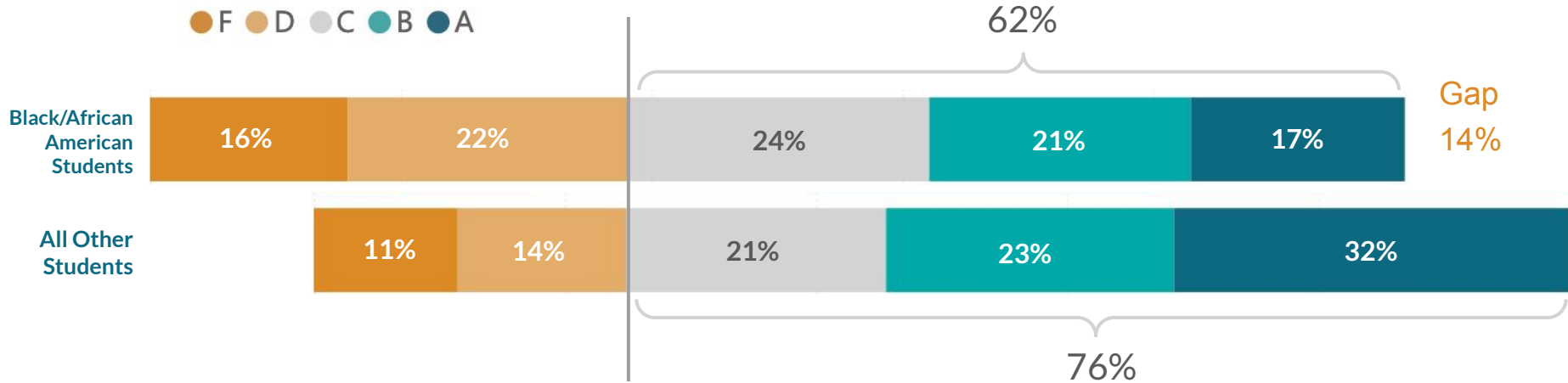
**Math 7:**    412    9% of Gr 7 students enrolled outside of Accelerated path

Black/African American students overrepresented: 90 students = 22% of Math 7

# Goal 3: Grade 7 Semester 1 Achievement



Black/African American students earned fewer A-B-Cs at Semester 1 for Math 7 Accelerated (14% gap).





# Goal 3: Paths to Algebra 2020-21 & 2021-22

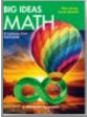
## Current Grades 8 & 9

### Accelerated path


Math 6 Accelerated

→ Math 7 Accelerated → Grade 8 Algebra


**Math 6 ACC**  
Grade 6 Standards +  
½ Grade 7 Standards



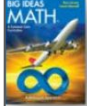
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**Math 7 ACC**  
½ Grade 7 Standards +  
Grade 8 Standards



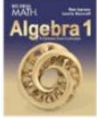
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**Algebra I**  
High School Standards



Historical Standard path: OPTION for Current Grade 8 & 9 students at start of Middle School

Math 6



Math 7



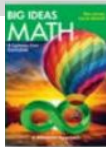
Math 8



Grade 9 Algebra

**Math 6**

Grade 6 Standards



**Math 7**

Grade 7 Standards



**Math 8**

Grade 8 Standards



**Algebra I**

High School Standards



# Goal 3: Current **Grade 8** Students' Math 8 vs Algebra

Current **Grade 8** students were in Grade 5 for 2020-21 Distance Learning.

Less data available for determination for entering Accelerated pathway

This year, 4,549 students are enrolled in Math 8 or Algebra in Grade 8.

**3,407** enrolled in Grade 8 Algebra = **75%** of students taking **Algebra in Grade 8**  
**1,142** enrolled in Math 8 = **25%** of students taking **Math 8 in Grade 8**

**Black/African American students were:**

**Slightly underrepresented** in Grade 8 Algebra: Algebra = **11%** (384/3,406)

**Overrepresented Math 8 :** Math 8 = **17%** (197/1,142)

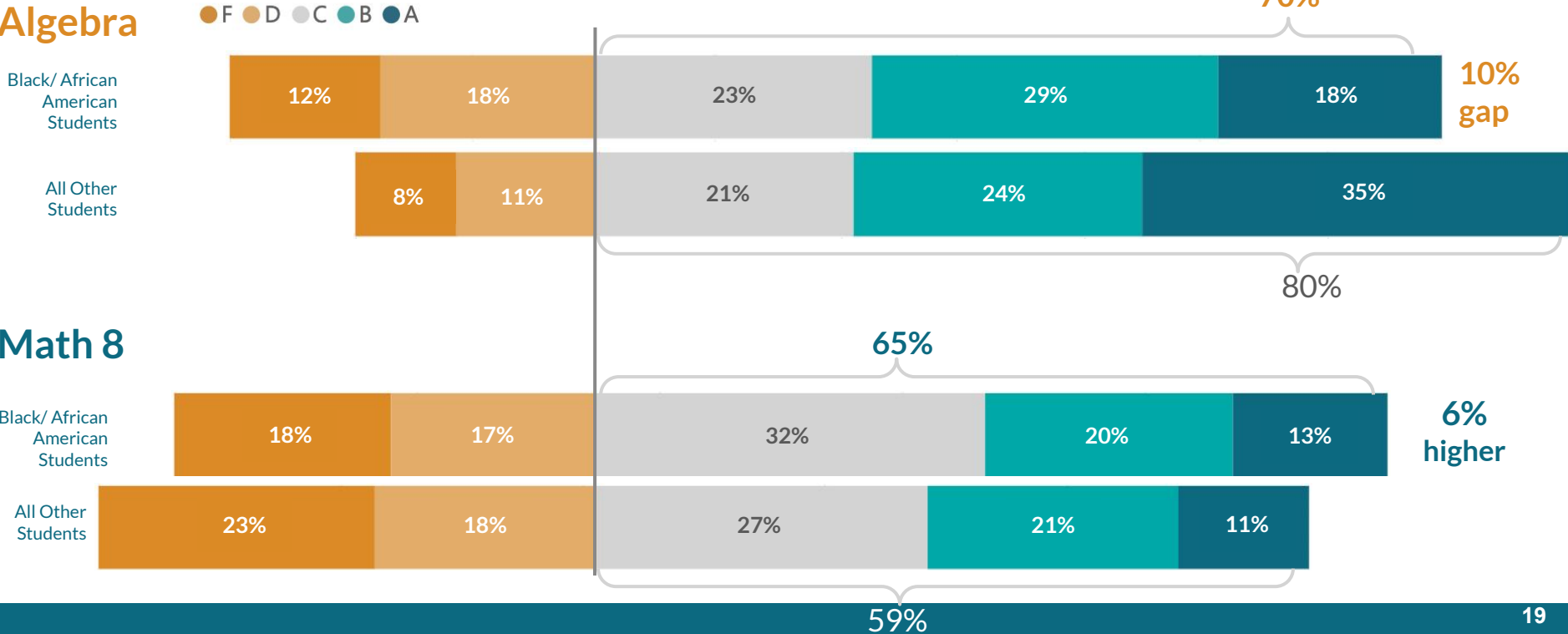
Black/African American Grade 8 enrollment in Math 8 or Algebra = **13%** (582/4,549)



# Goal 3: Current Grade 8 Students' Math 8 vs Algebra



Grade 8 Black/African American students had 10% fewer A-B-Cs in **Algebra**, as compared to **Math 8**, where Black African American students had 6% more A-B-Cs.





# Goal 3 Algebra Proficiency



What percentage of **Grade 9** students have completed:

- Gr 8 Algebra with A-B-C in Semester 2 of 2022-23?
- Gr 9 Semester 1 Algebra with A-B-C in 23-24?

In 2022-23, **2,984** out of **4,744** students enrolled in Grade 8 Algebra = **63%** of students

**Black/African American students were:**

**Underrepresented** in Grade 8 Algebra (22-23):

**Gr 8 Algebra = 9%** (279/2,984)

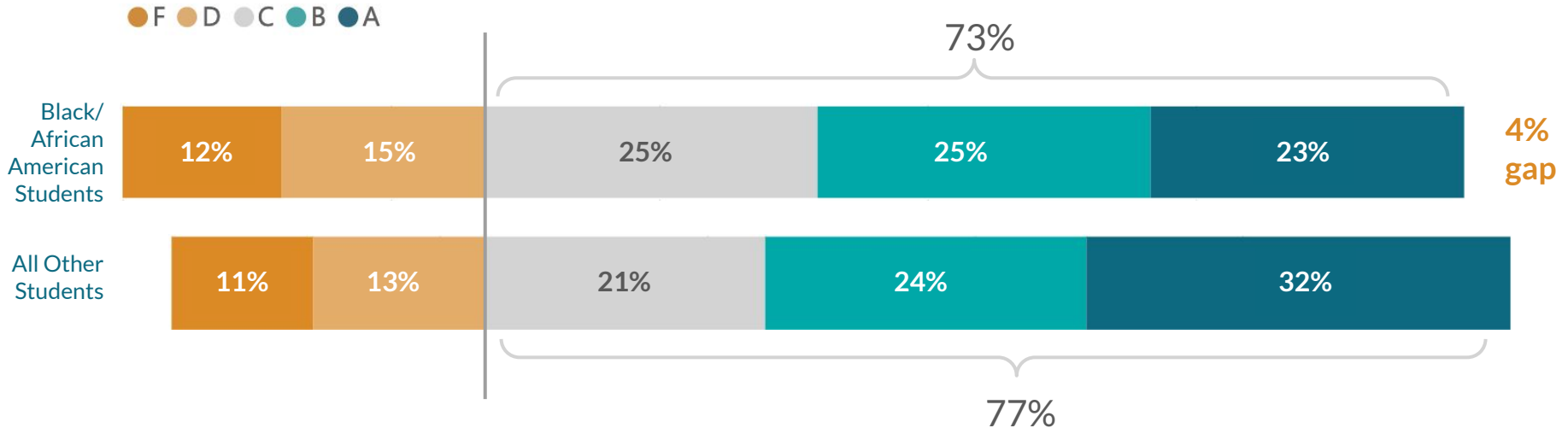
**Overrepresented** Grade 9 Algebra (23-24):

**Gr 9 Algebra = 16%** (280/1,771)

# Goal 3: 2022-23 Grade 8 Algebra



Black/African American students had a slightly lower rate of Grade 8 A-B-Cs at end of year S2 2022-23, as compared to All Other students.

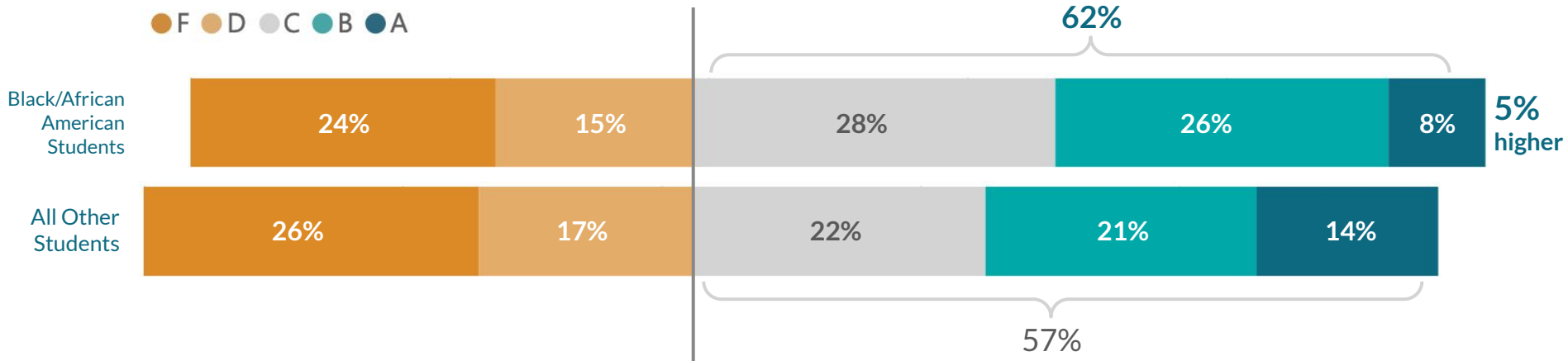


Of current Grade 9 students, 2160 students met the Algebra A-G requirement by end of Grade 8, which includes 173 Black/African American students (underrepresented at 8% of students meeting this requirement before high school).

# Goal 3: Current Grade 9 Students' Semester 1 Achievement



Black/African American students had a **higher rate** of Grade 9 A-B-Cs at Semester 1.



Tracking Goal 3 for current Grade 9 students is in progress and will be updated at the end of the school year.



# Goal 4

## College & Career Readiness



# Goal 4 College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% in June 2028.

- ▶ **Leading Indicators**
  - ▶ Grade 8 English and Math grades (i-Ready % on/above grade level)
  - ▶ Current Grade 9-11 on-track for A-G
  - ▶ Current Grade 12 on-track for A-G



# Goal 4 College & Career Readiness

Target Cohort: Grade 12 students in 2027-28

Monitor Grade 8

2023-24	2024-25	2025-26	2026-27	2027-28
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 9	Grade 10	Grade 11	Grade 12	–
Grade 10	Grade 11	Grade 12	–	–
Grade 11	Grade 12	–	–	–
Grade 12	–	–	–	–

Target goal: 66%+  
Graduating Seniors  
graduate A-G eligible  
with 0% gap between  
Black/African American  
Students and All Other  
students

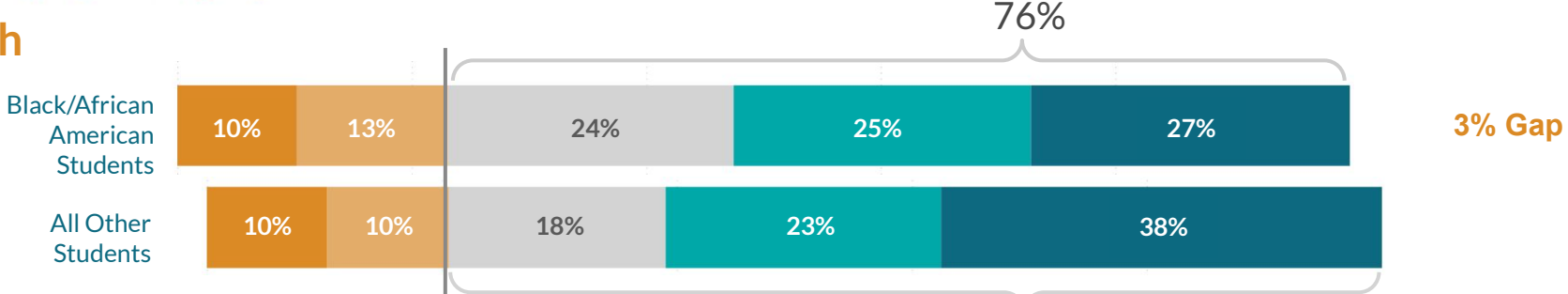
# Goal 4: Semester 1 Grade 8 Grades in English and Math



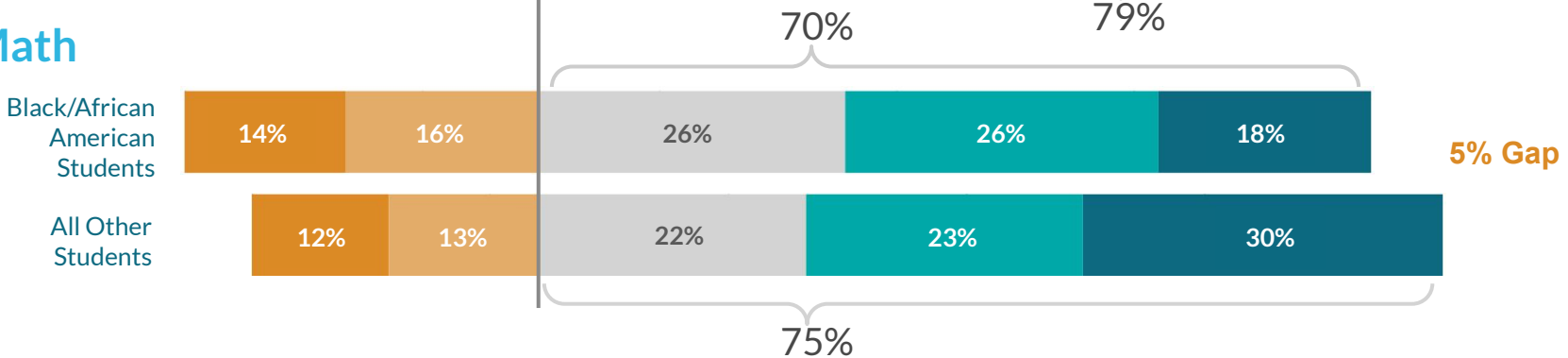
Grade 8 Black/African American students earned ABCs at a slightly lower rate than All Other students in English (3% gap) and Math (5% gap).

F D C B A

## English



## Math



# Goal 4 College & Career Readiness

## Monitor Grades 9-12

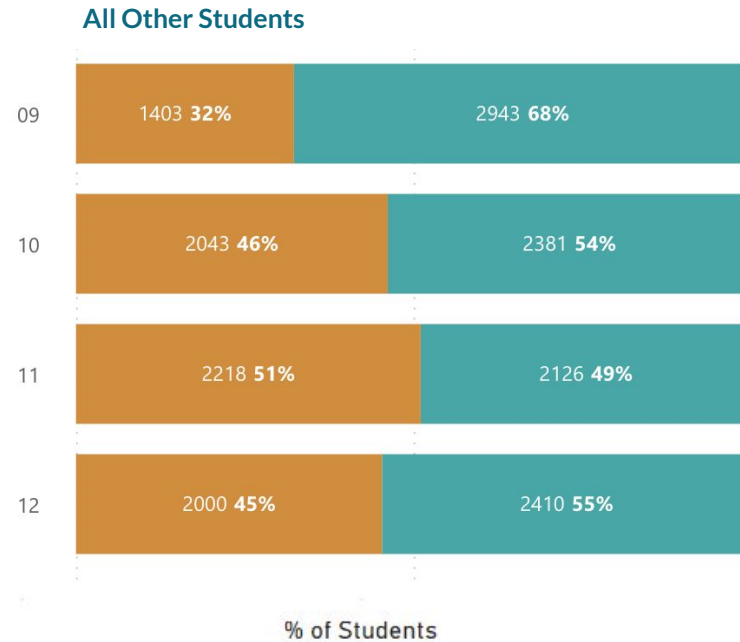
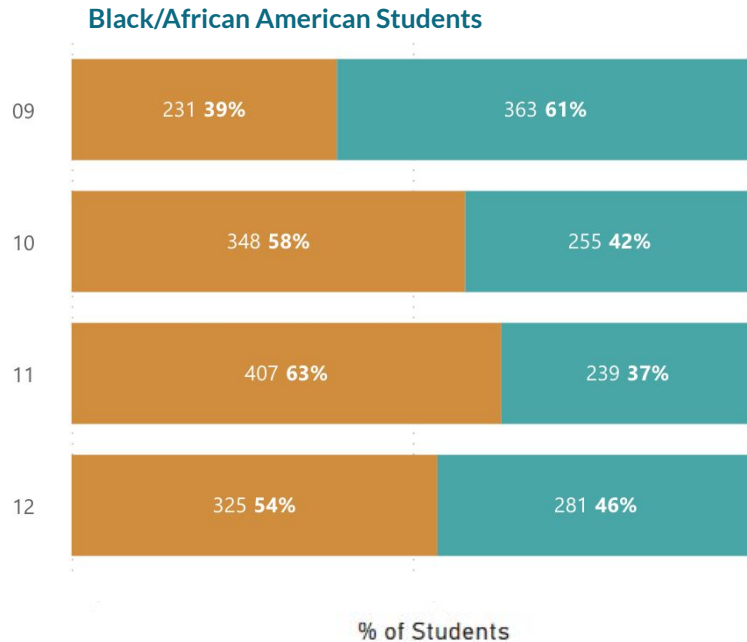
2023-24	2024-25	2025-26	2026-27	2027-28
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 9	Grade 10	Grade 11	Grade 12	–
Grade 10	Grade 11	Grade 12	–	–
Grade 11	Grade 12	–	–	–
Grade 12	–	–	–	–

# Goal 4: Grades 9 through 12 A-G On-track

## High School on-track as of 2023-24 Semester 1

### On Track Status

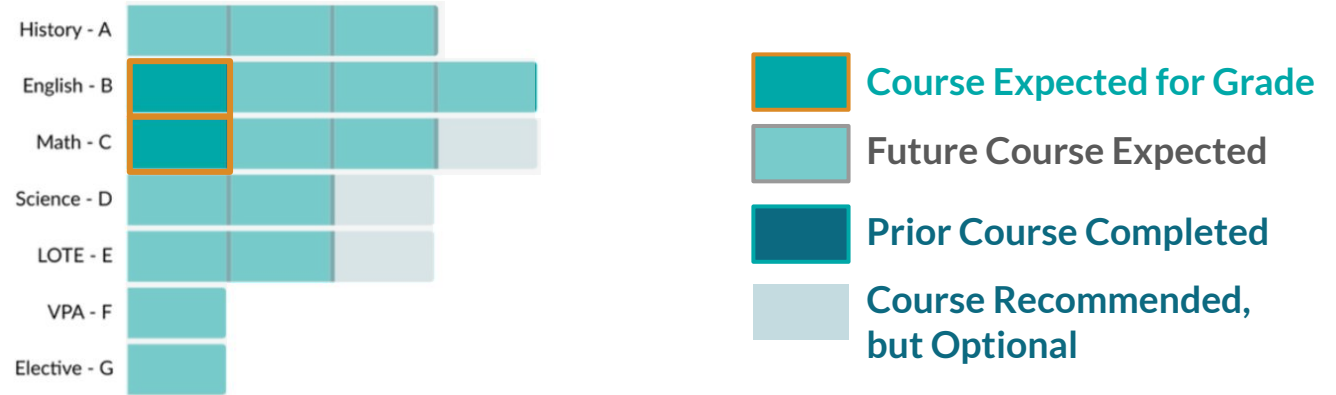
AtoG\_On Track ● No ● Yes



# A-G Course Requirements to be Considered On-Track

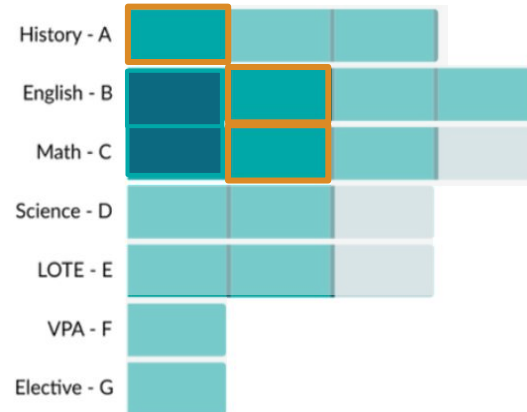
## 9th Grade

On-track currently monitors English & Math only



## 10th Grade

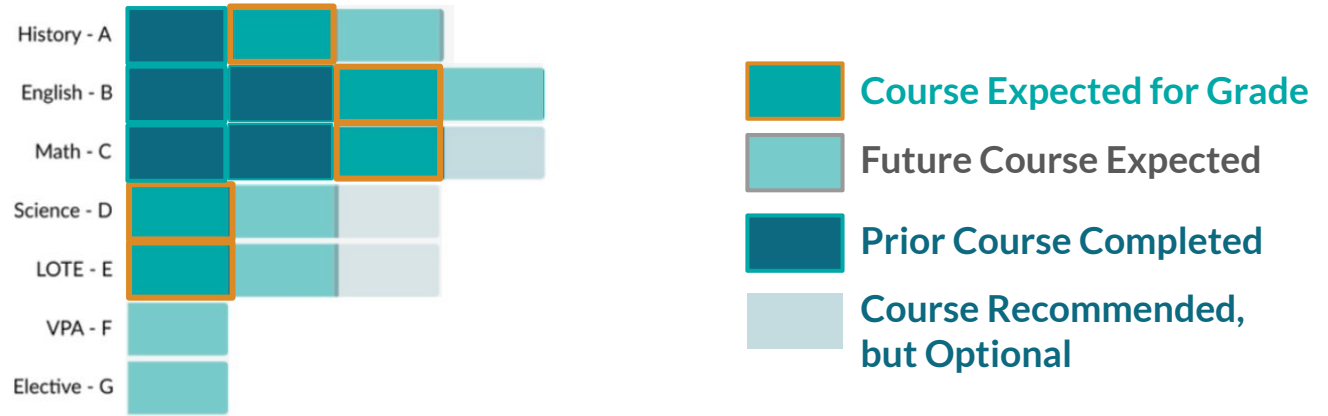
On-track adds 2nd year of English & Math, and History



# A-G Course Requirements to be Considered On-Track

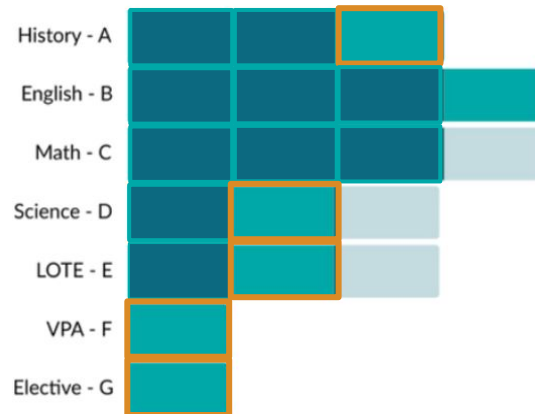
## 11th Grade

On-track currently monitors English, Math and History, adding in Science and Language other than English



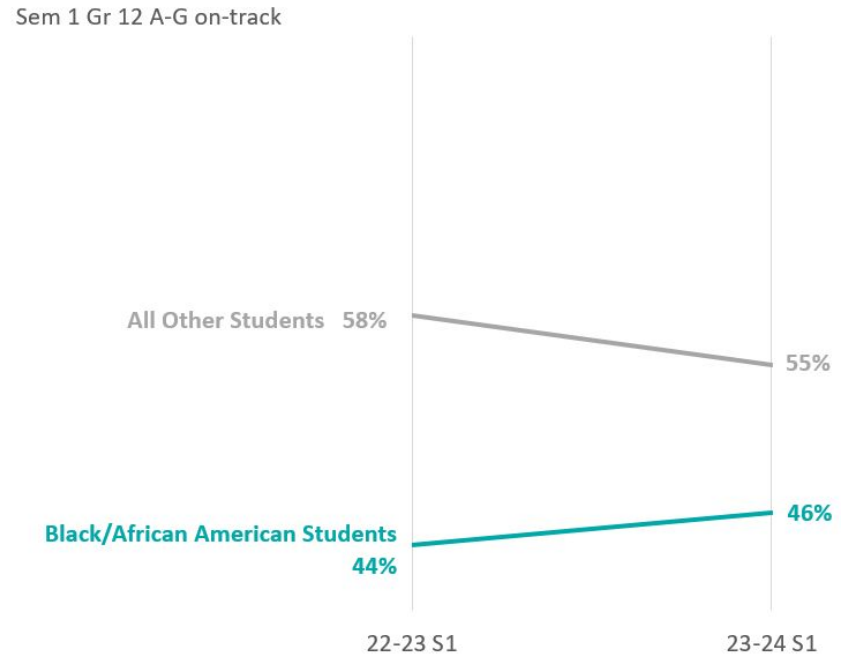
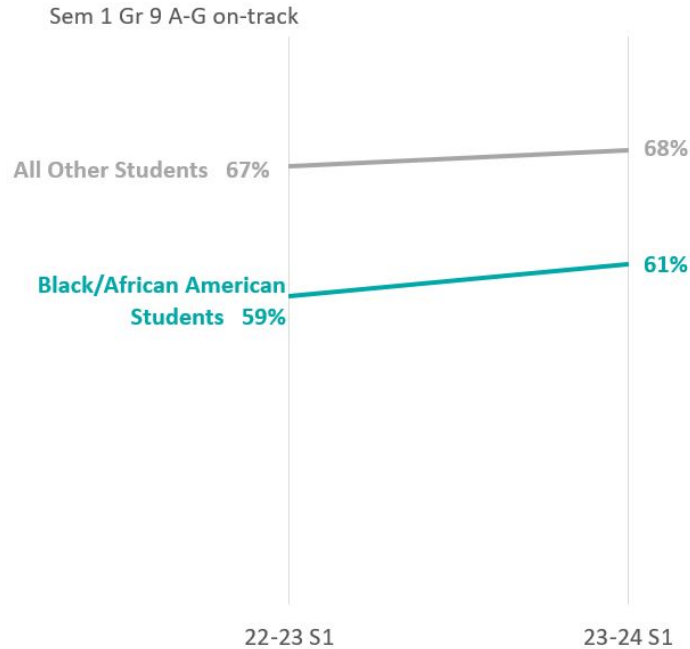
## 12th Grade

On-track includes all 15 courses in all A-G categories



# Goal 4 Semester 1: A-G On-Track

Passing classes with a C or higher in 9th grade is key to staying on-track for meeting A-G requirements.



# Questions & Comments



# Reference/Glossary

**A-B-C Rate:** The percent of A, B, or C grades out of all the grades assigned.

**A-G requirements :** 15 year long college preparatory courses in seven subject areas are required with letter grades of C or better to meet the minimum admission requirements to UC (University of California) or CSU (California State University) schools.

The seven subject areas are:

**A** - History (2 years)   **B** - English (4 years)   **C** - Math (3 years)   **D** - Science (2 years)   **E** - Language Other than English (2 years)   **F** - Visual and performing arts (1 year)   **G** - College-preparatory elective (1 year)

**A-G On-track:** Students are considered on-track to meet A-G requirements if they have **successfully completed** their **expected** A-G courses.

-**Successfully completed:** Earned a grade A, B, or C.

-**Expected:** The expected number of courses within each A-G area that should have completed by the end of the semester/grade-level.

## i-Ready

The i-Ready Diagnostic is an adaptive assessment that adjusts questions to suit students' needs.

The i-Ready Diagnostics are administered three times per year for students in grades 1 - 8 plus English Learners in Kindergarten & grades 9-12:

Diagnostic Windows 1, 2, & 3 (D1, D2, D3)

Assessments given at the start of the school year, mid-year, and during the Spring semester

- Domain: Specific foundational skills assessed; One of the domains assessed by i-Ready is the the Algebra & Algebraic Thinking domain, which measures the student's ability to see number patterns and use symbols to represent and solve problems.

## Middle School Math Course Placements

- Accelerated Math:
  - The Math 6 Accelerated course combines the grade 6 & half of the grade 7 Common Core State Standards into one course.
  - The Math 7 Accelerated course combines half of the grade 7 & grade 8 Common Core State Standards into one course.
- Accelerated vs Standard Math course pathway:
  - Accelerated course pathway: Students enroll in Math 6 Accelerated, then Math 7 Accelerated course, followed by Algebra in 8th grade.
  - Standard course pathway: Students enroll in the standard Math 6, Math 7, Math 8 courses, which cover the grade-level Common Core State Standards.
  - "Wall-to-Wall acceleration": All students are enrolled in the Accelerated Math course pathway; Special Education students are enrolled in a course based on their IEP and into the least restrictive environment.