

UPDATE ON STUDENT PERFORMANCE

March 25, 2021
Solana Beach School District



Purpose



Overview of student performance to date to support actions for continual growth.

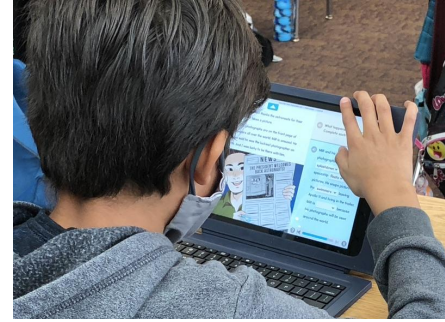
Outcomes

Review academic, social-emotional, behavioral, and attendance data and identify next steps.

Note: Any assessment/data set is a snapshot in time and **one** of many measures of student performance



i-Ready Assessment



- Student performance analysis based on Norm and Criterion referencing
- Reading and Mathematics State Standards Alignment
- Assessment of multiple levels of knowledge, including problem-solving
- Computer adaptive
- Individualized learning pathway matched to students' current skill sets



Student Performance Overview

- Fall to winter growth
- Celebration of teacher and student effort
- Academic growth in conjunction with platforms, technologies, new ways of learning together
- Priority content
 - Where to dedicate the majority of time
 - Where to combine/integrate
 - Where to scale back

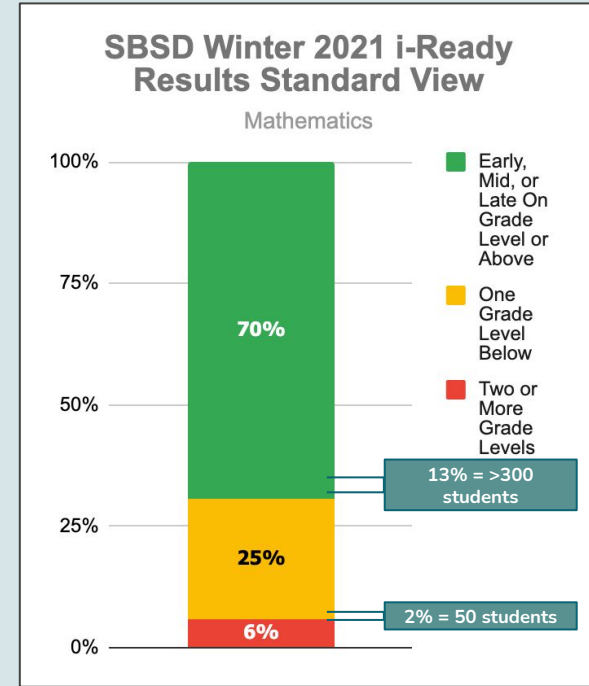
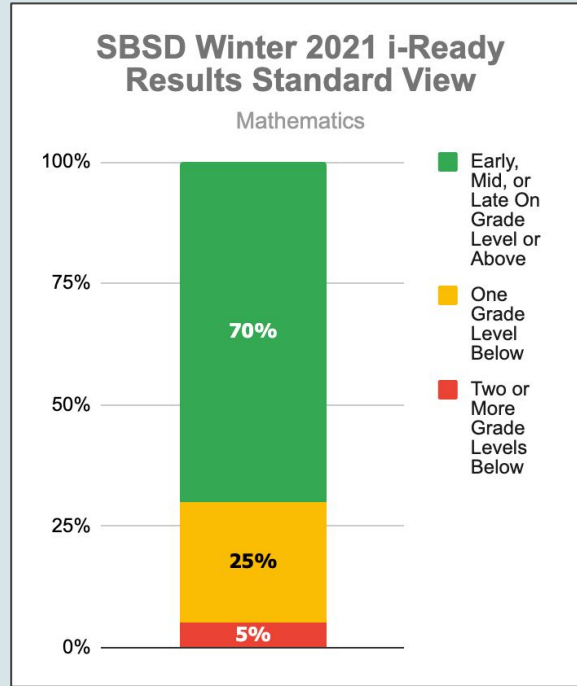
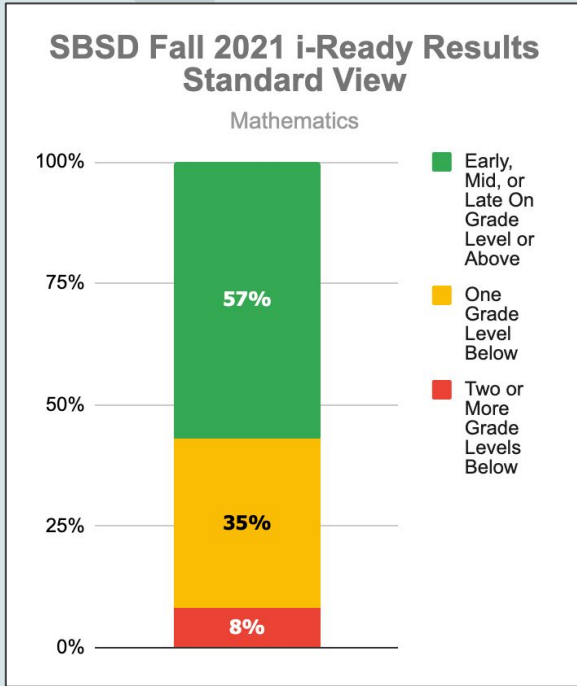


i-Ready Standard View Review

- Scale scores stay the same
- Green = Early, Mid, or Late on Grade Level or Above
 - Early, mid, or late current grade level scale score
- Yellow = One Grade Level Below
 - Within the range of the prior grade level's scale score
 - *Students are *expected* to be in this category at the beginning of the school year, as they are showing proficiency in their prior grade's skills
- Red = Two or More Grade Levels Below
 - Students proficient in skills two or more grade levels below their current grade

Standard View: Mathematics

Fall to Winter Comparison



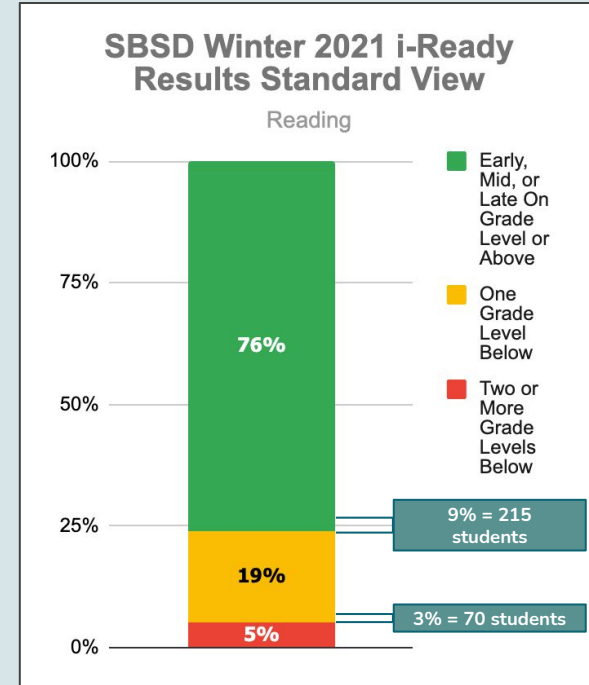
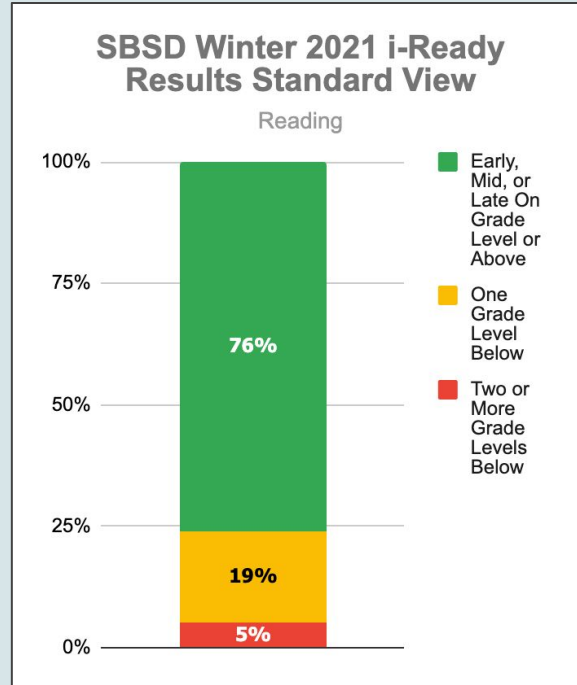
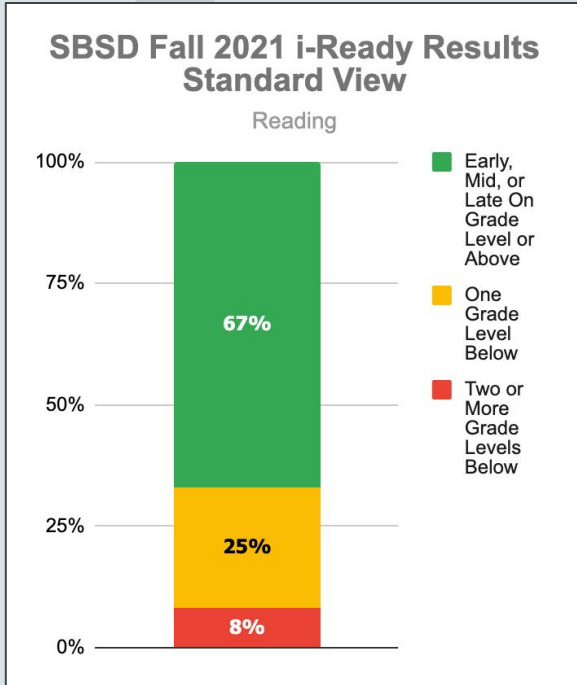
K-6 students who took both the fall and winter Mathematics Diagnostic (N=2,350)

All students Grades K-6 (N=2,720)

Students in the **green** range are “on track” to achieve proficiency of grade level standards

Standard View: Reading

Fall to Winter Comparison



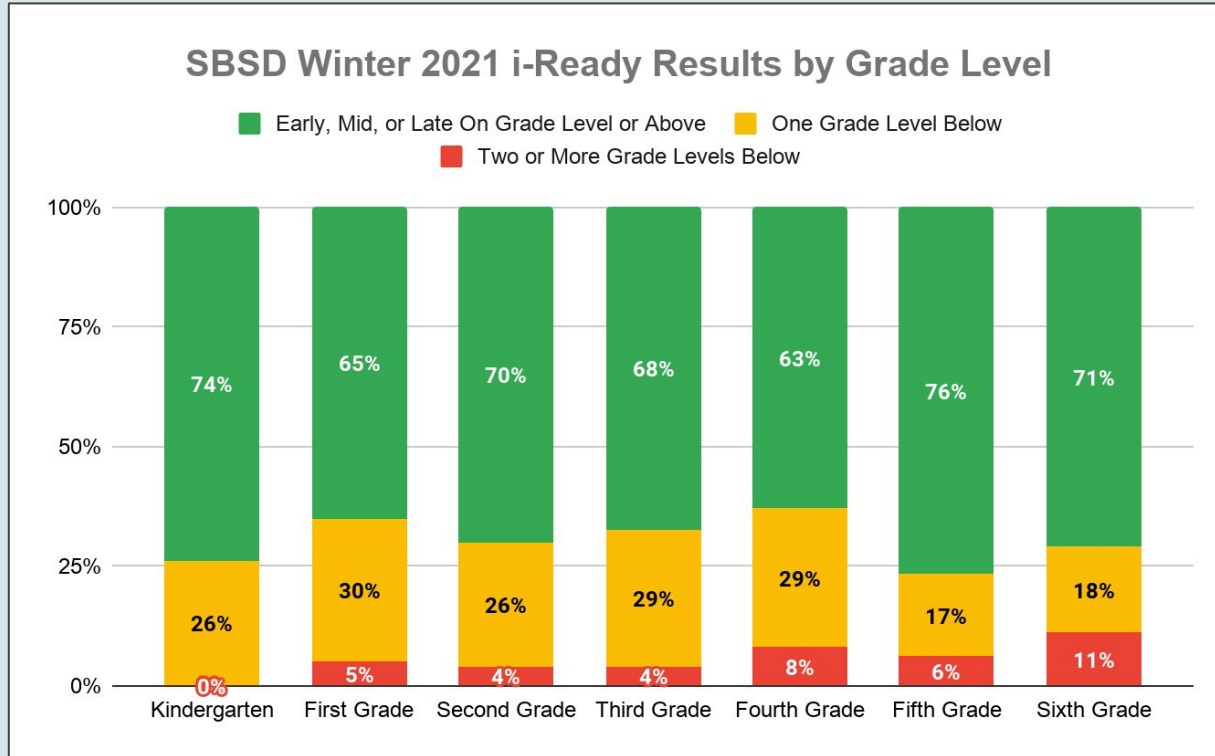
K-6 students who took both the fall and winter Mathematics Diagnostic (N=2,373)

All students Grades K-6 (N=2,715)

Students in the **green** range are “on track” to achieve proficiency of grade level standards

Mathematics

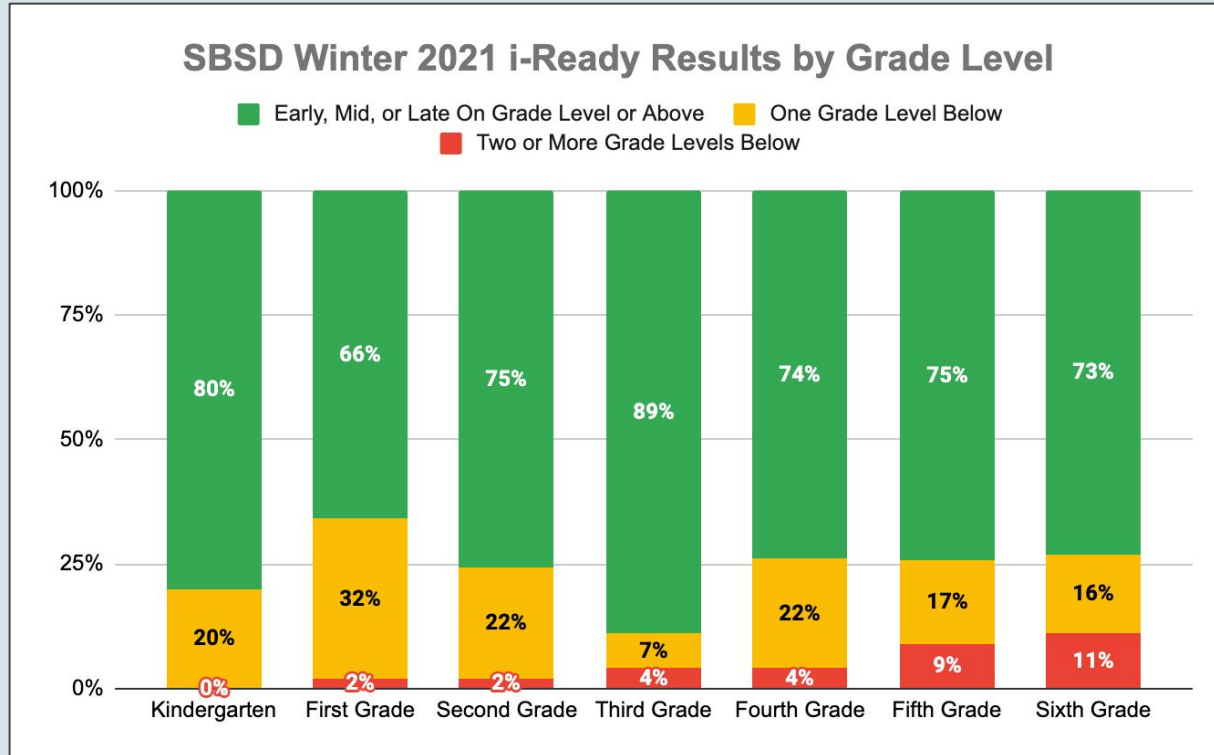
Grade Level Comparison



Students in the **green** range are “on track” to achieve proficiency of grade level standards

Reading

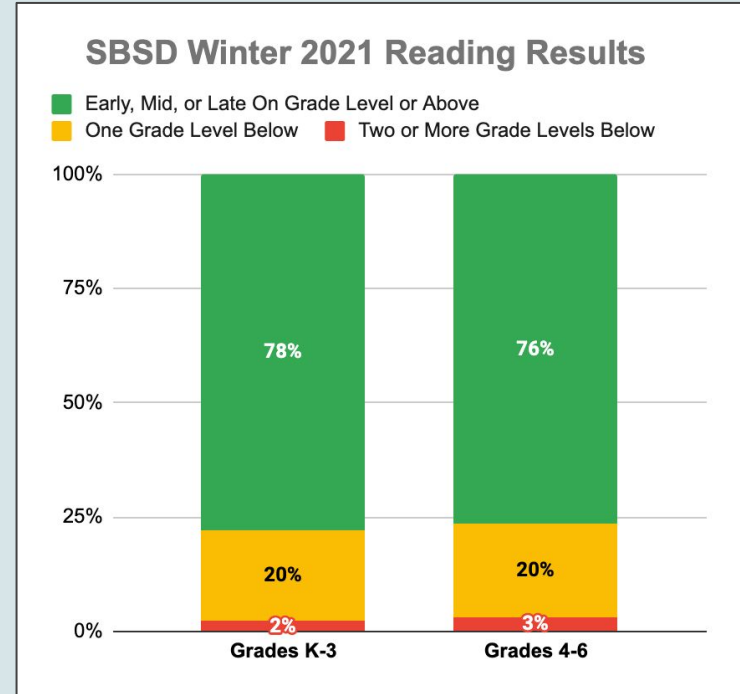
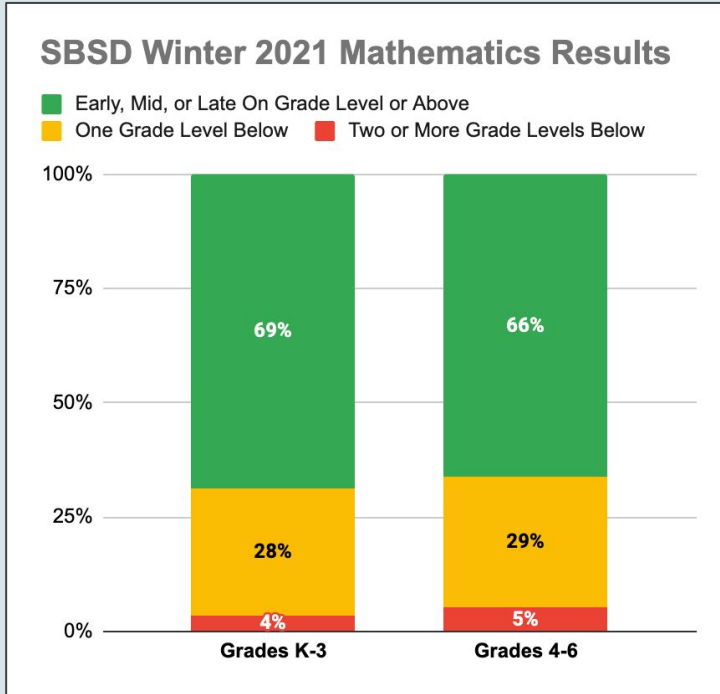
Grade Level Comparison



Students in the **green** range are “on track” to achieve proficiency of grade level standards

Mathematics and Reading

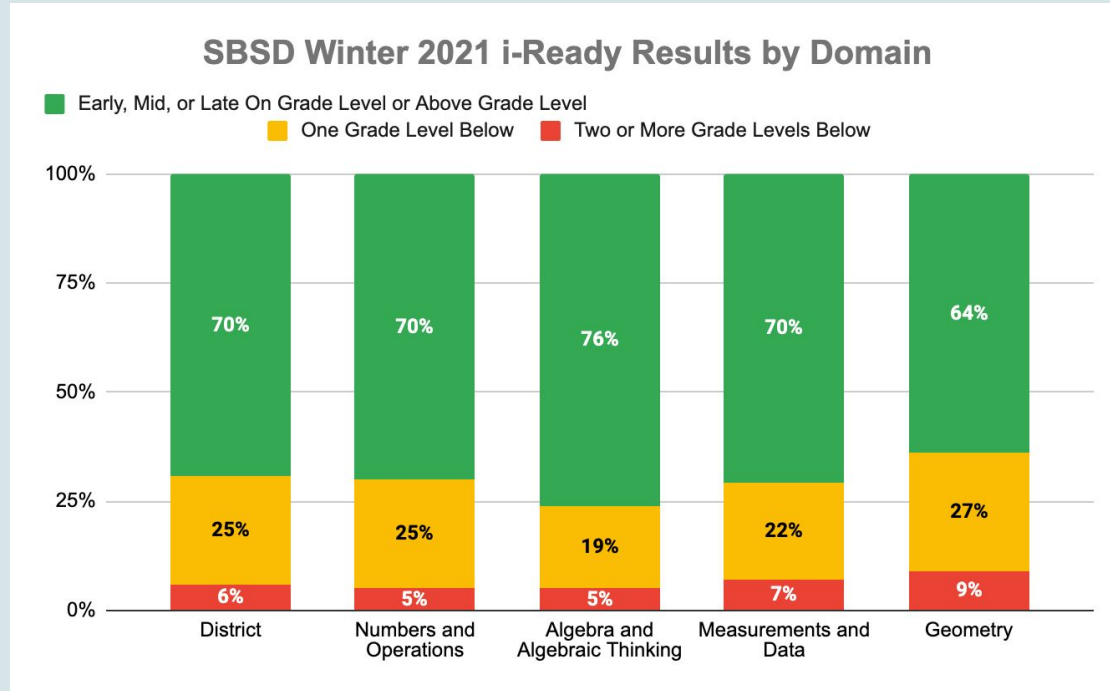
Grade Level Comparison



Students in the **green** range are “on track” to achieve proficiency of grade level standards

Mathematics

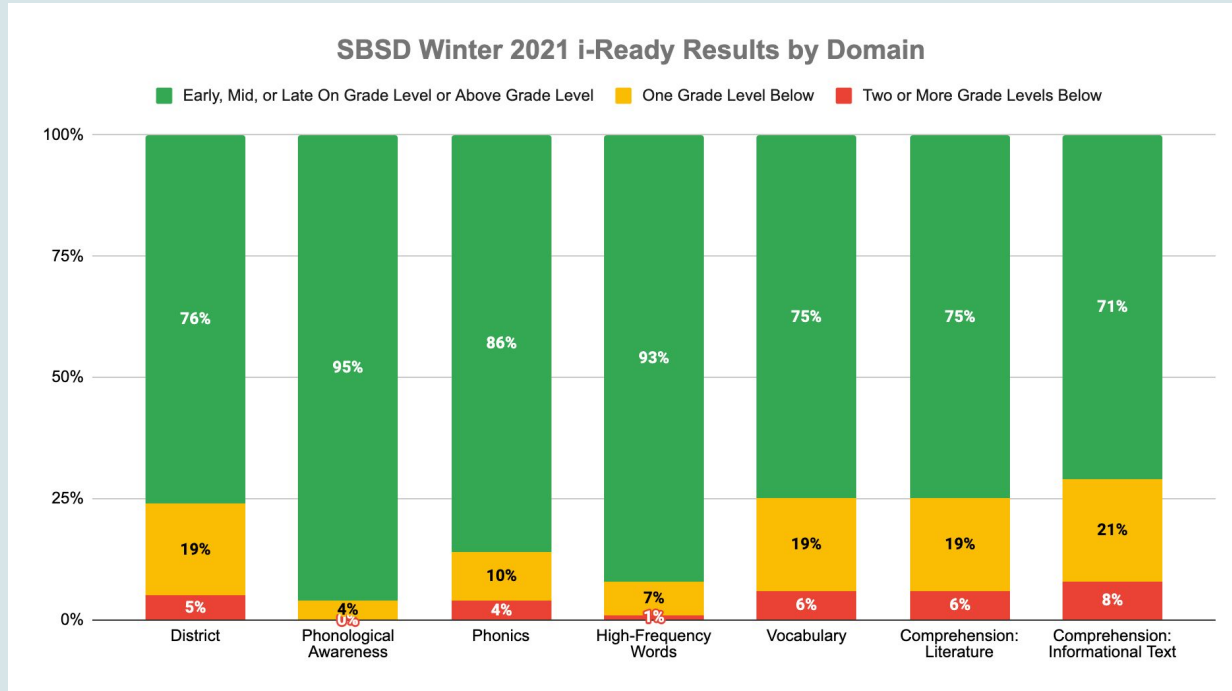
Placement by Domain



Students in the **green** range are “on track” to achieve proficiency of grade level standards

Reading

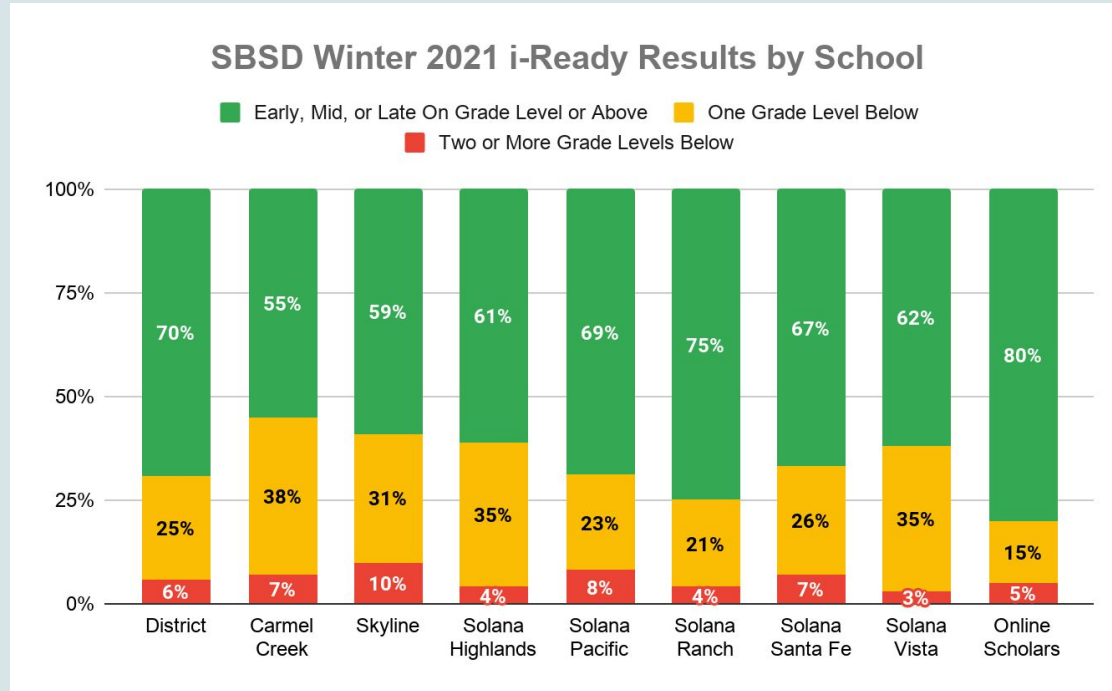
Placement by Domain



Students in the **green** range are “on track” to achieve proficiency of grade level standards

Mathematics

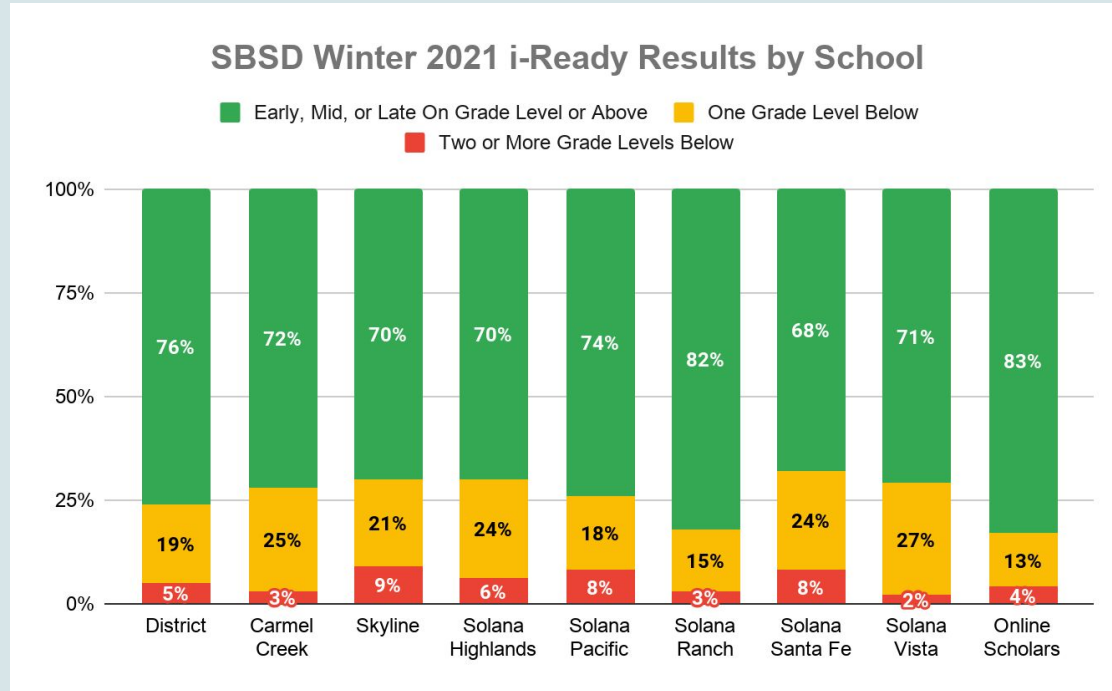
Placement by School



Students in the **green** range are “on track” to achieve proficiency of grade level standards

Reading

Placement by School



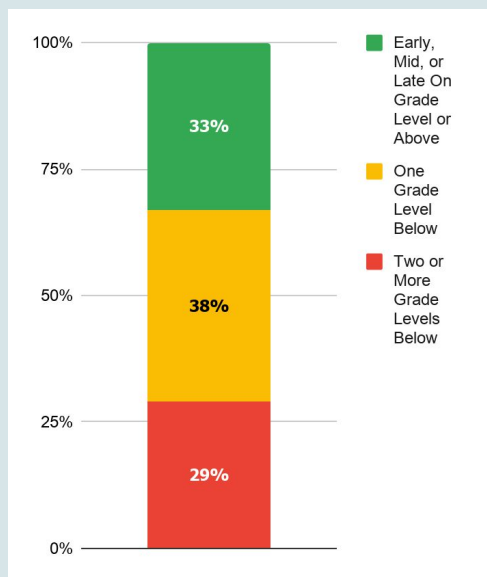
Students in the **green** range are “on track” to achieve proficiency of grade level standards

Mathematics

Subgroup Winter Results

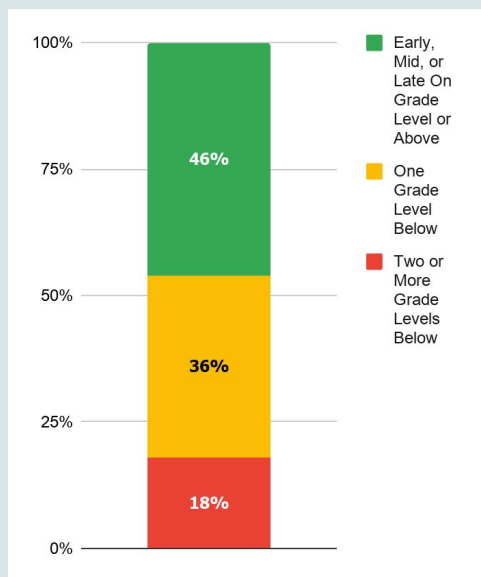
Students with Disabilities

N = 294



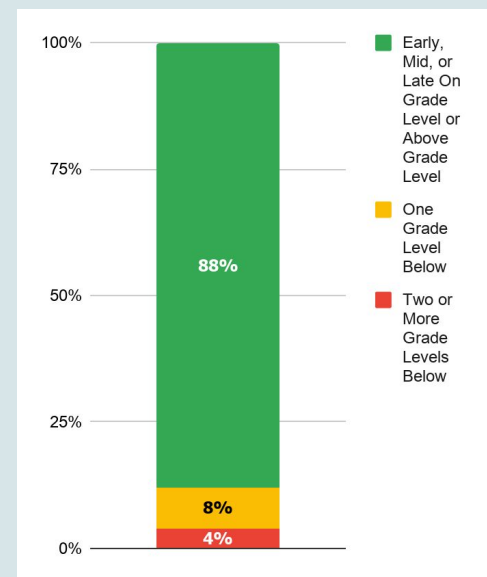
English Learners

N = 297



Reclassified Students

N = 248

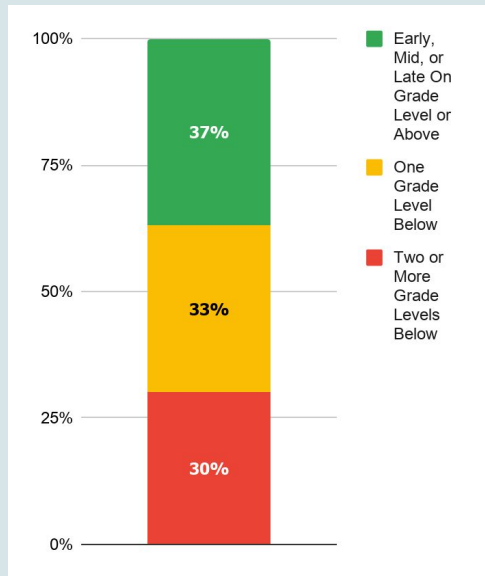


Students in the **green** range are “on track” to achieve proficiency of grade level standards

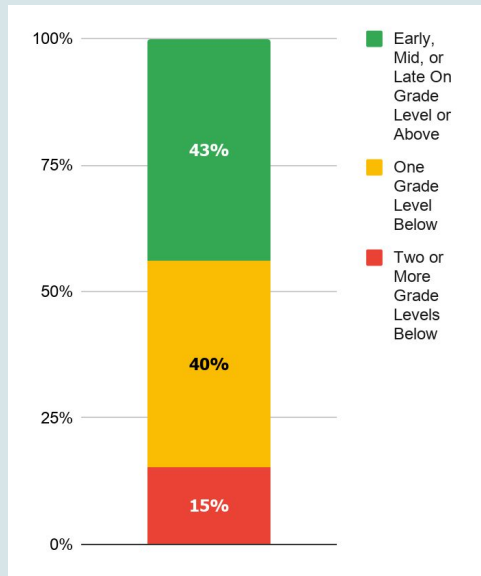
Reading

Subgroup Winter Results

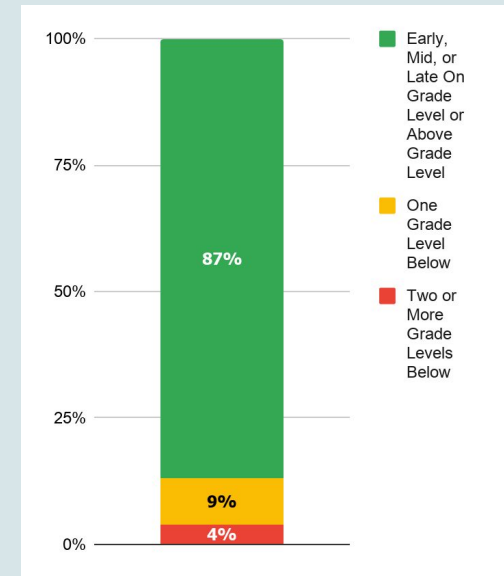
Students with Disabilities
N = 290



English Learners
N = 292



Reclassified Students
N = 248



Students in the **green** range are “on track” to achieve proficiency of grade level standards



Student Performance i-Ready Summary

- Celebrations
 - Growth between Fall to Winter in both Math and ELA
 - Reading Phonological Awareness, High Frequency Words
- Areas of growth
 - Mathematics
 - Comprehension: Informational Texts



Acceleration of Learning Support

- School-year and summer interventions aligned to data
- Multiple data points, including:
 - i-Ready
 - SEL Screener
 - Site/Classroom assessments
 - Staff input
 - Academic progress
 - Engagement
 - Overall wellness

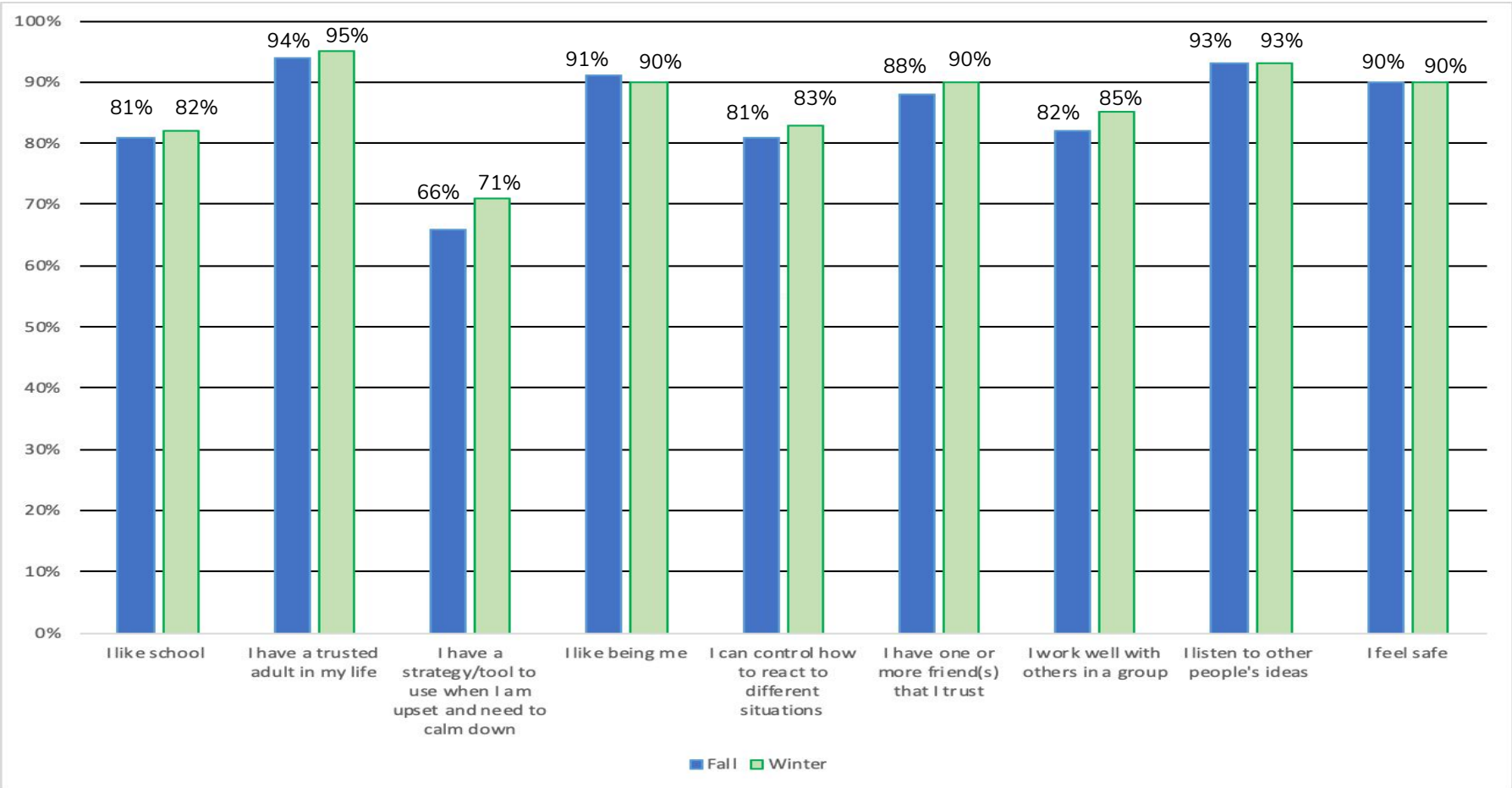


Acceleration of Learning Support

- Summer K-6 intervention support in literacy and math as determined by student need
 - Expanding from six to fourteen sections
 - Composition and content based on student need
- Exploration of development of a Grade 6 → Middle School transitional support offering

Social/Emotional Learning (SEL)

2021 Winter Universal Screening District Results (Grades 3-6)



Social/Emotional Learning (SEL)

2021 Winter Universal Screening Results (Grade 3)

Carmel Creek, Solana Highlands, Solana Vista

District/Site	Connectedness I like School		Connectedness I have a trusted adult in my life		Self Management I have a strategy to use when I am upset and need to calm down		Self Awareness I like being me		Responsible Decision Making I can control how I react to different situations		Relationships Skills I have one or more good friend(s) that I trust		Relationship Skills I work well with others in a group		Social Awareness I listen to other people's ideas		Connectedness I feel safe	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
Carmel Creek 3rd Only	83%	80%	87%	98%	65%	67%	88%	85%	79%	81%	83%	83%	69%	81%	77%	91%	85%	83%
Solana Highlands 3rd only	81%	75%	92%	92%	56%	60%	92%	94%	67%	77%	92%	96%	81%	83%	81%	79%	83%	81%
Solana Vista 3rd only	94%	84%	95%	95%	54%	71%	89%	90%	81%	83%	84%	89%	81%	85%	92%	93%	87%	90%

% = Number of students who chose “almost always/often”

Social/Emotional Learning (SEL)

2021 Winter Universal Screening Results (Grades 3-6)

*Skyline, Solana Pacific, Solana Ranch,
Solana Santa Fe and Online Scholars*

District/Site	Connectedness I like School		Connectedness I have a trusted adult in my life		Self Management I have a strategy to use when I am upset and need to calm down		Self Awareness I like being me		Responsible Decision Making I can control how I react to different situations		Relationships Skills I have one or more good friend(s) that I trust		Relationship Skills I work well with others in a group		Social Awareness I listen to other people's ideas		Connectedness I feel safe	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
Skyline 3rd - 6th	78%	77%	94%	95%	70%	72%	78%	88%	86%	84%	91%	94%	80%	86%	95%	96%	92%	91%
Solana Pacific 4th - 6th	83%	82%	91%	94%	66%	75%	89%	91%	88%	85%	89%	89%	85%	86%	95%	94%	92%	91%
Solana Ranch 3rd - 6th	87%	90%	95%	97%	68%	71%	91%	94%	82%	81%	94%	92%	82%	88%	94%	94%	95%	96%
Solana Santa Fe 3rd - 6th	79%	82%	90%	95%	67%	70%	90%	86%	80%	85%	84%	92%	83%	82%	90%	94%	94%	90%
Online Scholars 3rd - 6th	80%	94%	93%	94%	65%	69%	90%	90%	76%	81%	87%	87%	82%	85%	92%	92%	87%	90%

% = Number of students who chose “almost always/often”

Winter 2021 Universal Screener - Student Voices

“Is there anything else you want to share or want us to know?”

Sometimes because of Corona I'm kinda lonely. I don't have much good friends at school.

I'm good. I feel safe. I have a few trusted adults I can talk to, and I love being me.

Going to school with everyone will be very hard for me because of being super overwhelmed with other people that I don't really know that well and the amount of noise in the classroom

I like school really well but there are so many safety rules. I love going back in person 4 days a week!

I sometimes feel lonely but not always because I now have a couple of friends.

Dear Mrs. B: One thing I want to tell you is K wrote me a message that said Dear E., I might not talk to you any more but it is because I want to get more smart instead of goofing around.

Maybe go outdoors a bit more because it is fun and it is less of a risk getting covid.

What is the best way to get past a loss?

I like how school is going but I really don't like quarantine and covid. And for the garden I would like some gloves if you can.

I feel like I need to catch up on school because I'm always missing stuff.

I think my teacher and staff supports us really well.

Action Steps

- Site SEL teams, grade level teams and classroom teachers reviewed the Winter SEL Universal Screener data and identified and followed up with those students who need further strategies and supports as well as with parents at Parent/Teacher Conferences
- As all grade levels have now returned to the onsite schools, there is a focus on building relationship skills (one of the five CASEL competencies)
 - Grade level lessons have been developed and provided to classroom teachers
 - School counselors/guidance assistants are supporting classrooms with lessons
 - Individual and group counseling sessions are provided to students who require more intensive (Tier 2 & 3) support

2020-21 - Chronic Student Attendance (Excused/Unexcused)

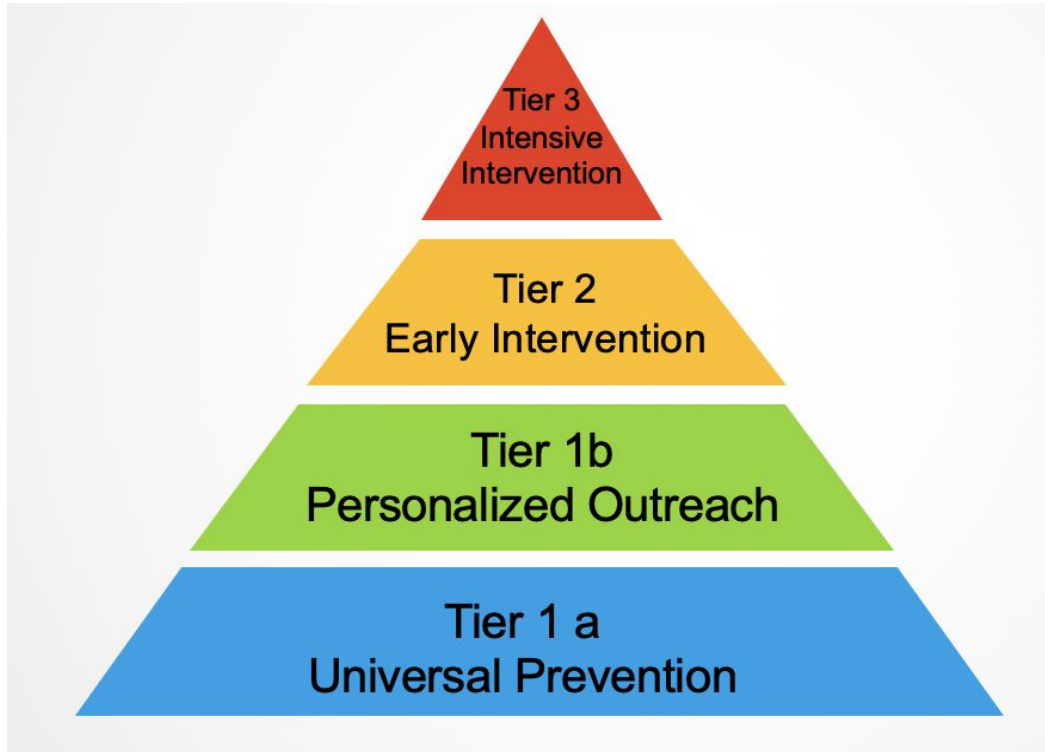
Second Trimester (November 9 - February 26, 2021 - 111 Days)

Schools	2019-20 Number of Students with 11+ Absences (August - January)	2020-21 Number of Students with 11+ Absences (Aug - Feb. 26)	2020-21 Number of Students with 18+ Absences (Aug. - Feb. 26)
Carmel Creek	2	5	0
Skyline	5	7	0
Solana Highlands	7	1	0
Solana Pacific	8	3	2
Solana Ranch	9	2	1
Solana Santa Fe	12	6	0
Solana Vista	4	6	0
Online Scholars	N/A	0	0

Chronic Attendance = Combined excused and unexcused absences that exceed 10% of the days in the school year, i.e., 18 absences within an 180-day school year

2020-21 Student Attendance

Tiers of Intervention for Student Absences and/or Lack of Participation and Engagement



Making connections with families

Determining what factors are interfering with the student engaging in the class (food, shelter, environmental factors at home, social/emotional, etc.)

Developing an attendance plan to support the student and providing resources for the family (food, lodging, medical, mental health, etc.)

2020-21 Student Behavior Suspensions/Expulsions

Schools	Number of Suspensions/Expulsions
Carmel Creek	0
Skyline	0
Solana Highlands	0
Solana Pacific	0
Solana Ranch	0
Solana Santa Fe	0
Solana Vista	2
Online Scholars	0

DATA SUMMIT MEETINGS

Purpose:

Collaboration with Site Principals to progress monitor student performance and well-being, analyze data, and support next steps

Action Steps

- Principals met with site teams to review data, progress, and identify targeted next steps
- By site, teachers and grade level teams analyzed student data to develop action steps of targeted support
- Site teams examined trends across site, and teachers examined needs within classroom
- Coordination of services with classroom teachers and specialists
- Updated information to be shared with site stakeholder groups to support development of Site Plan.

Board Discussion