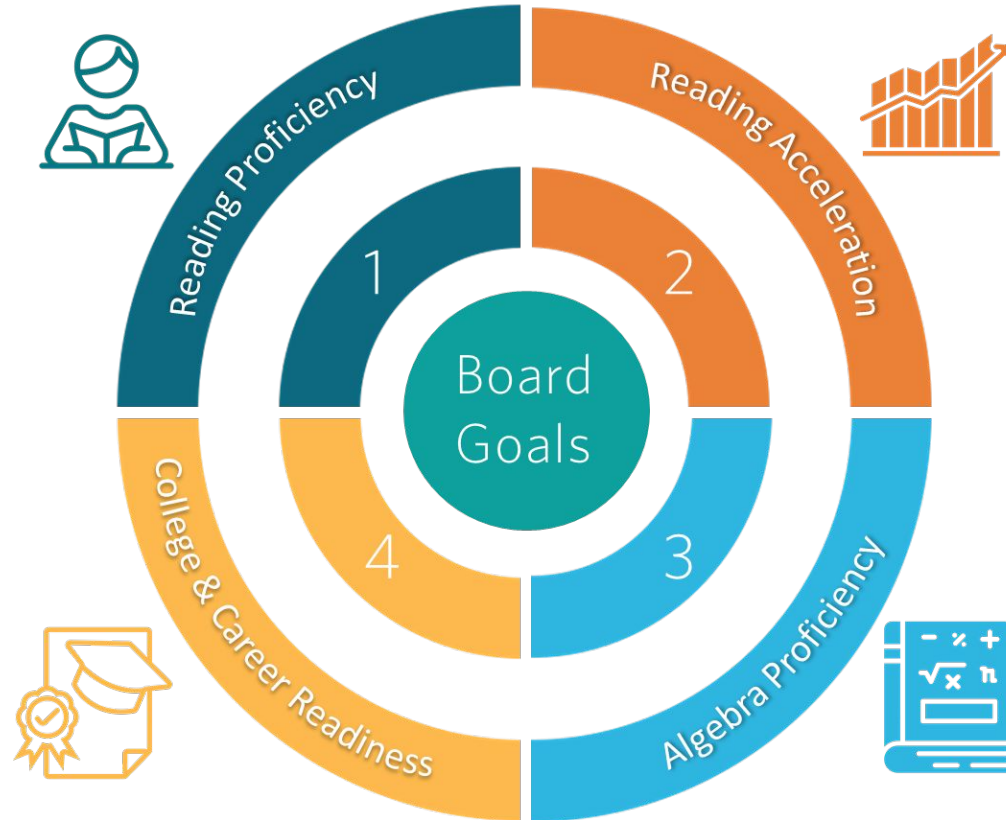


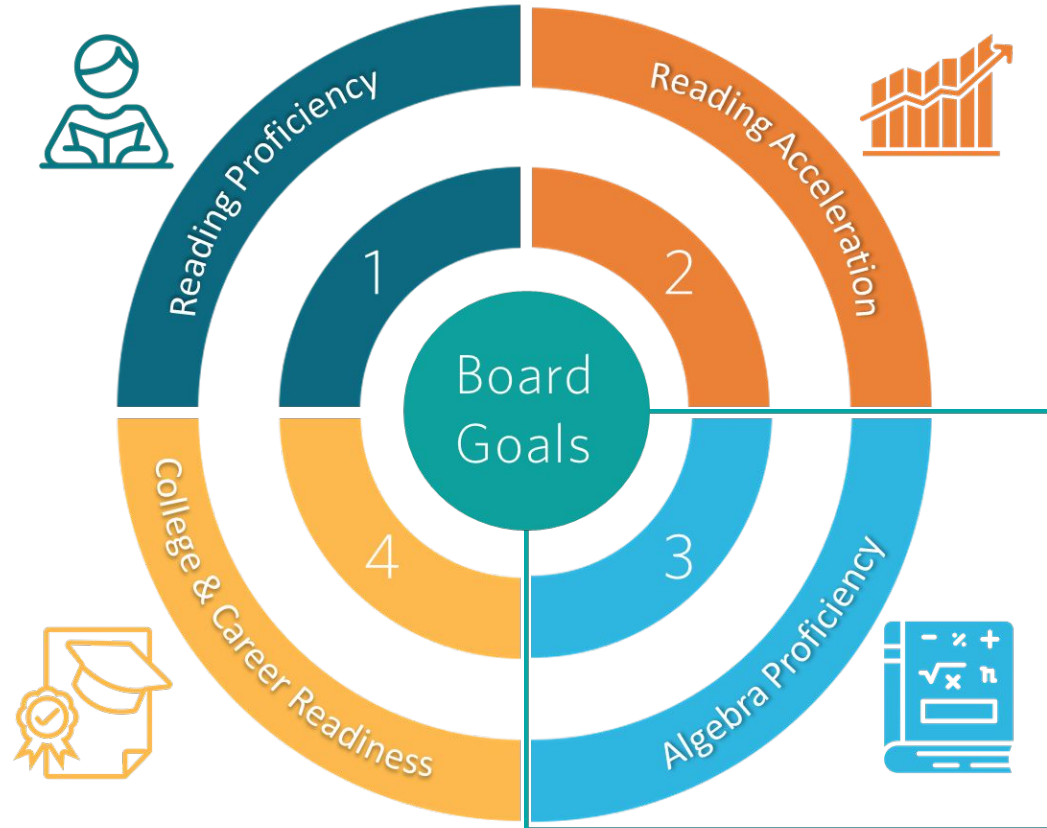
2023-24 Board Goals 3 & 4: End-of-year Data Monitoring



Board Goals



Board Goal 3: Algebra Proficiency



Board Goal 3: Algebra Proficiency



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.

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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, consistent with the Excellence & Equity board policy.
- ▶ The Superintendent may not allow major district-wide initiatives to go forth without engaging stakeholders, including students, families, and the community, following stakeholder engagement principles that are utilizing current adopted best practices.
- ▶ The Superintendent may not allow implementation or adoption of any classroom curricula or programs that do not prioritize educational and racial equity.

Adopted

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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: Brief Context



How do students fulfill the Algebra A-G Requirement?



Two main course paths to Algebra



Historical variation in middle school placement

Accelerated path

Math 6 Accelerated

Math 6 ACC
Grade 6 Standards +
½ Grade 7 Standards



→ Math 7 Accelerated

Math 7 ACC
½ Grade 7 Standards +
Grade 8 Standards



→ Grade 8 Algebra

Algebra I
High School Standards

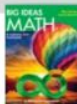


Standard path

Math 6 →

Math 6

Grade 6 Standards



Math 7 →

Math 7

Grade 7 Standards



Math 8 →

Math 8

Grade 8 Standards



Grade 9 Algebra

Algebra I

High School Standards



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">On/Above Grade level for i-Ready Math Algebra & Algebraic Thinking Domain (Goal = 53%)3 or Higher on Math Achievement Report (Goal = 70%)				

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%



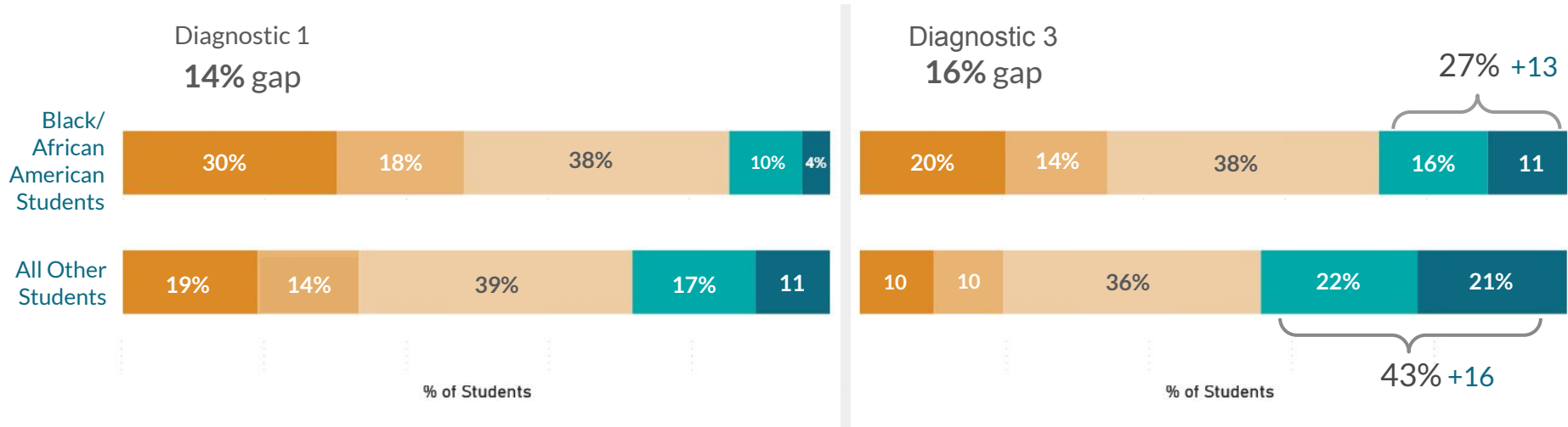
Goal 3: Grade 5 i-Ready Algebra Domain



Target cohort Grade 5

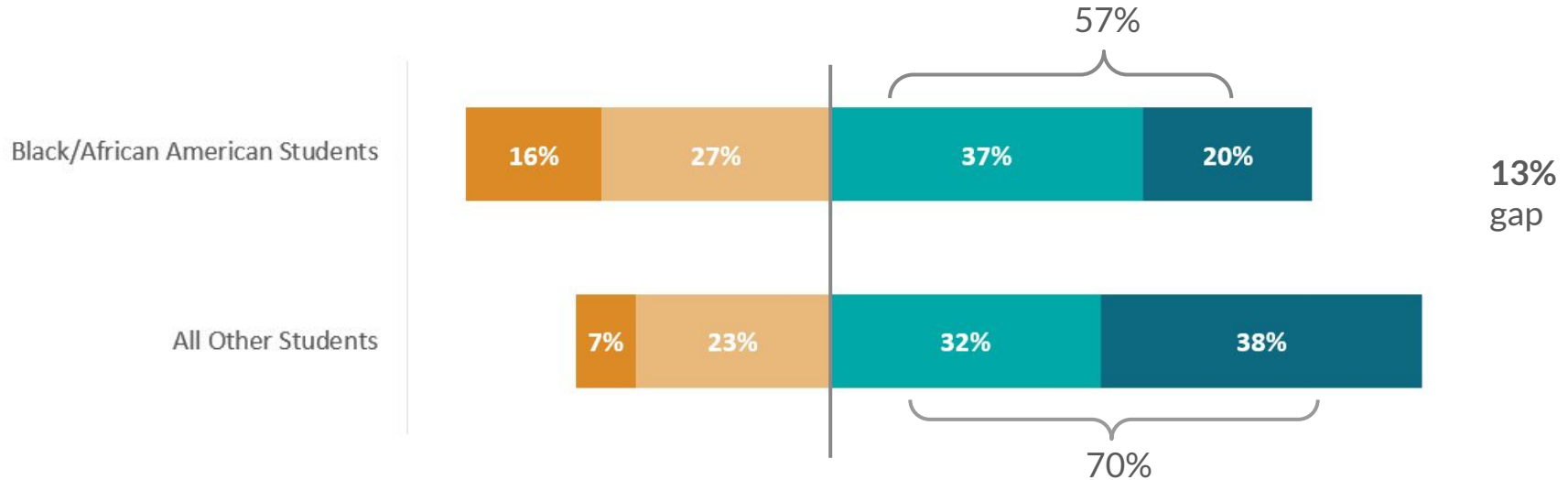
- Black/African American students grew less compared to All Other Students from D1 to D3
- The gap grew to 16% from D1 to D3 [27% vs 43%]

Relative Placement ● 3 or More GL Below ● 2 GL Below ● 1 GL Below ● Early On ● Mid Above



Goal 3: Grade 5 Semester 2 Achievement Report

- 13% gap between Black/African American students and All Other Students earning a 3 or higher
- Black/African American students were less likely to receive **4s (18% fewer)** as compared to All Other students.



Goal 3: Grade 5 Target cohort - Summary



57% (Black/AA) to 70% (All Other) student earned 3s and 4s, Meeting/Exceeding standards on Math Grade 5 Achievement Report.



However, **only 27% (Black/AA) to 43% (All Other) scored early on to mid/above grade level** on the i-Ready Algebra/Algebraic Thinking Domain.



Therefore, **monitoring is needed** as these 5th grade students move into Accelerated Math 6.



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

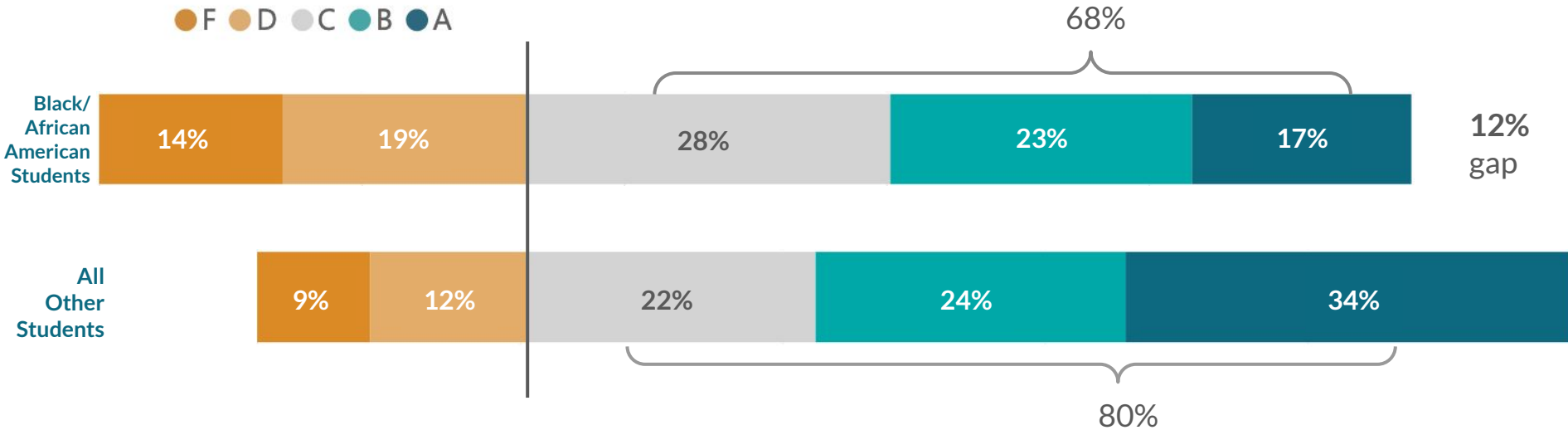
Data that answer the following questions:

- How did Grade 6 & 7 students perform in “wall-to-wall” Accelerated Math?
- What were A-B-C rates for Grade 8 students enrolled in Algebra vs Math 8?
- How many Grade 9 students were successful in either 22-23 Grade 8 Algebra or in 23-24 Grade 9 Algebra?

Goal 3: Grade 6 Semester 2 Grades



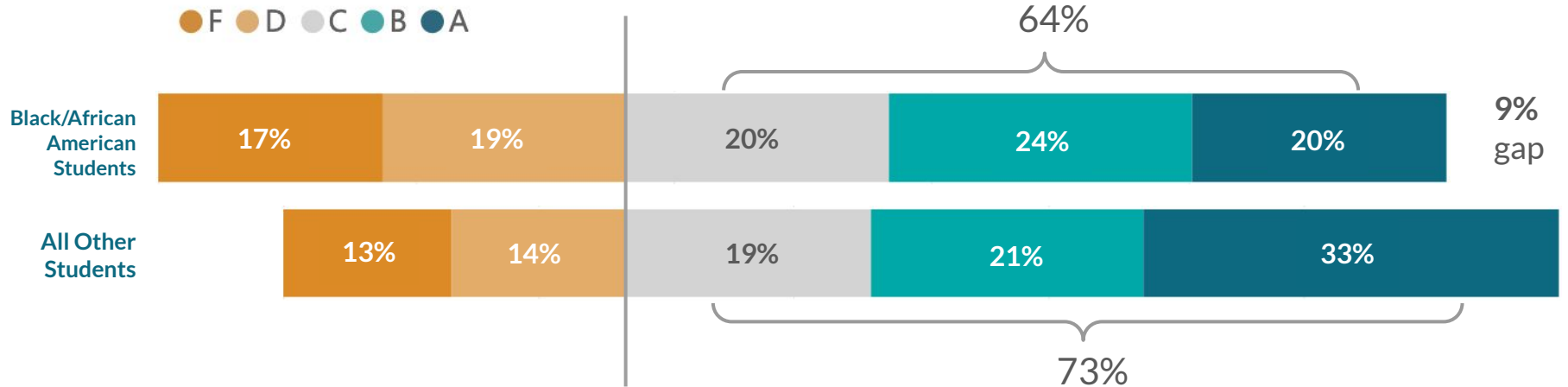
- 12% gap between Black/African American students and All Other Students who earned an A, B or C in Math 6 Accelerated
- 17% gap in achieving “A”s [17% vs 34%]



Goal 3: Grade 7 Semester 2 Grades



- 9% gap between Black/African American students and All Other Students who earned an A, B or C in Math 7 Accelerated
- 13% gap in achieving “A”s [20% vs 33%]



Goal 3: Grade 8 Students' Semester 2 Algebra

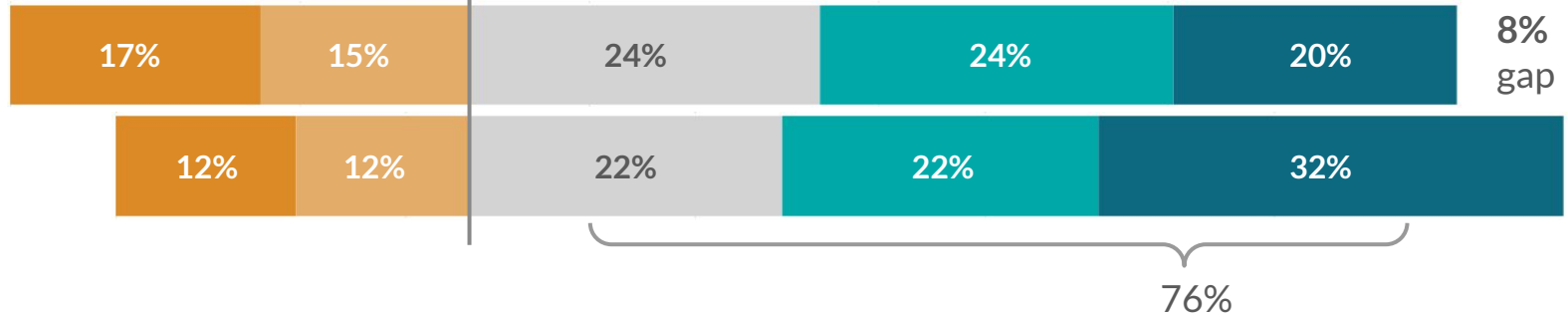


- 8% gap between Black/African American students and All Other Students who earned an A, B or C
- 12% gap in achieving “A”s [20% vs 32%]

Algebra

● F ● D ● C ● B ● A

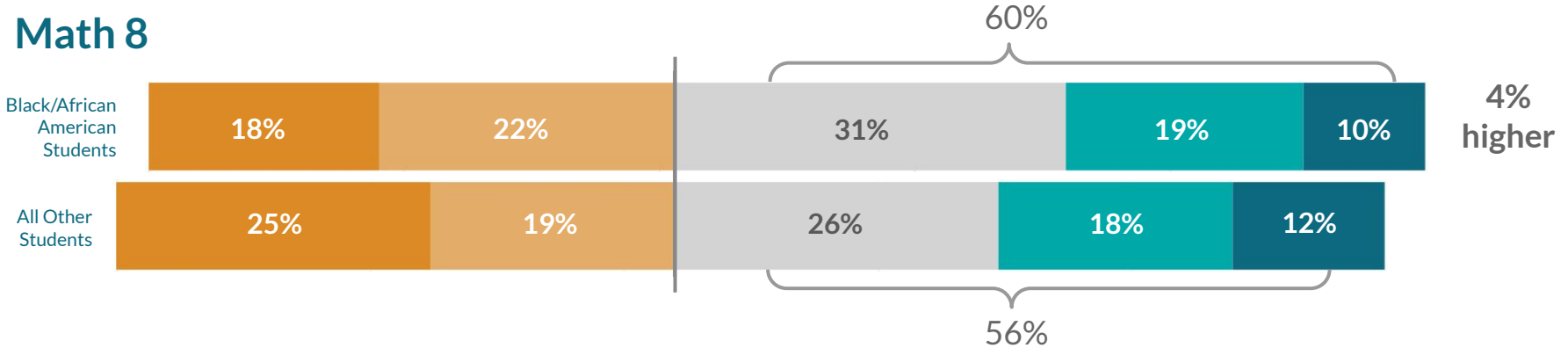
Black/
African
American
Students



Goal 3: Grade 8 Students' Semester 2 Math 8

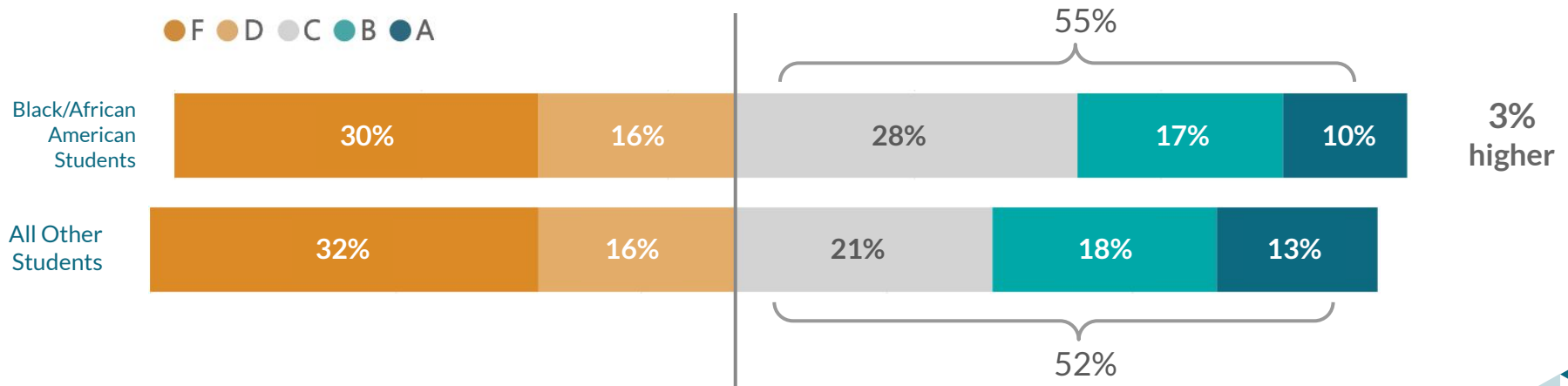


- 4% more Black/African American students earned an A, B or C in Math 8 compared to All Other students



Goal 3: Grade 9 Algebra Semester 2 Achievement

- 3% more Black/African American students earned an A, B or C in 9th Grade Algebra compared to All Other students
- Approximately 1800 students enrolled in Algebra in Grade 9, with almost half not earning an A, B, or C



Goal 3 Summary



Achievement

On average, **66%** of Black/African American students achieved an **A, B or C** in accelerated math courses in Middle School, which was **10% lower** than All Other students.

For 8th graders, in Math 8 Black/African American students achieved slightly higher grades than All Other students.



Grading overall

Gaps in the A-B-C rates for accelerated courses in Grades 7-8 were **8-9%**, but slightly larger in Grade 6 at **12%** this year with Wall-to-wall acceleration.



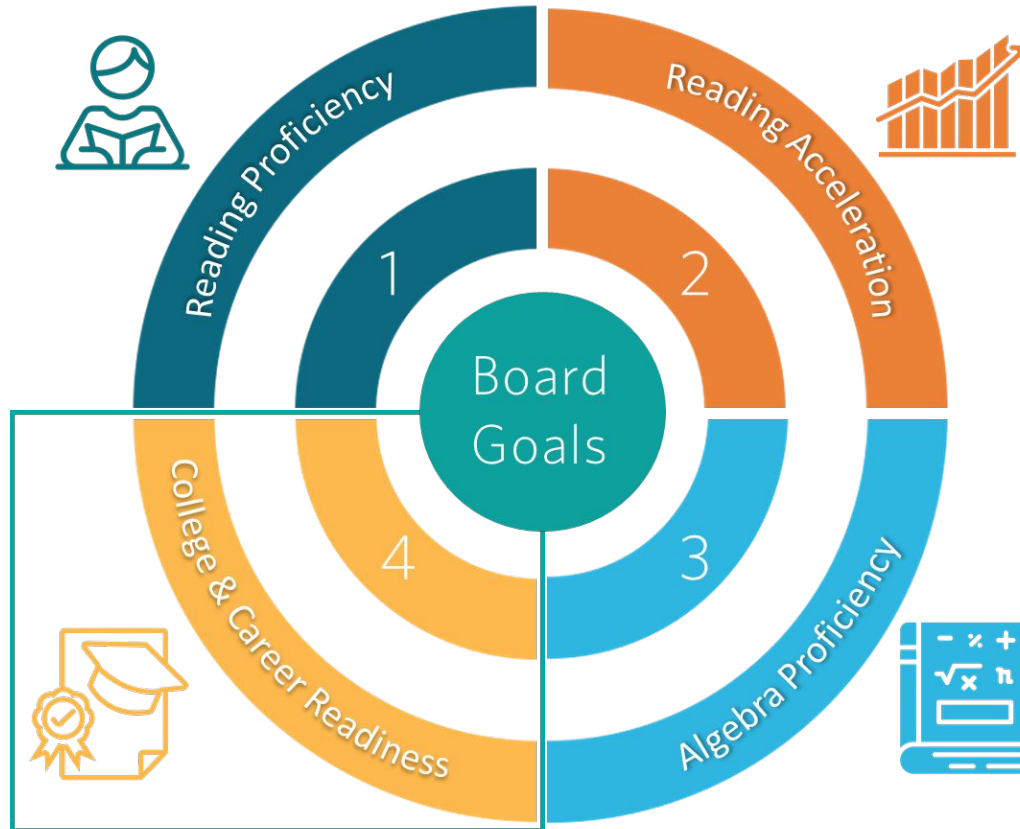
Earning As

Black/African American students earned **fewer As** in Accelerated courses.

Board Goal 3:

Questions & Comments

Board Goal 4: College & Career Readiness



Board Goal 4: College & Career Readiness



Board of Education Goals

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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

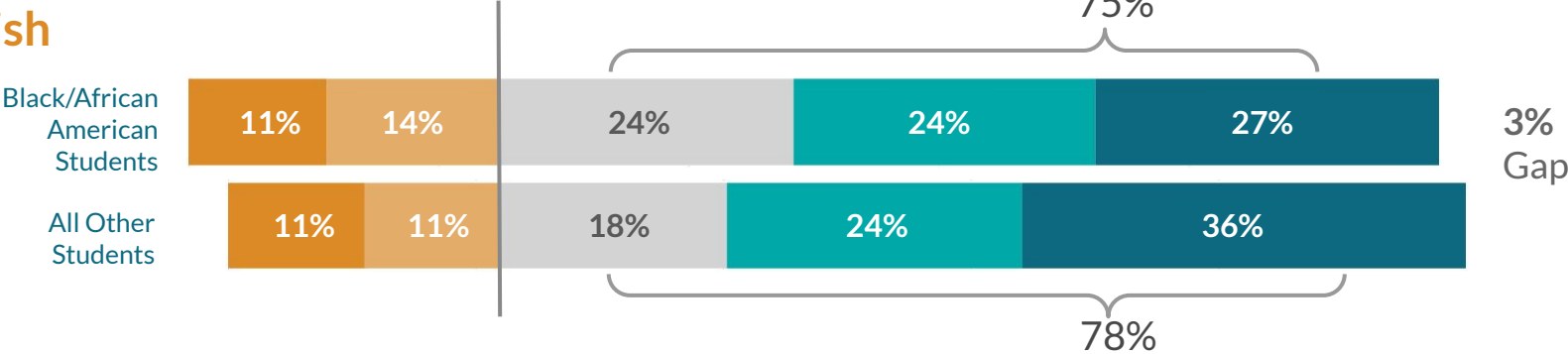
Goal 4: Semester 2 Grade 8 Grades in English



- Grade 8 Black/African American students had a lower A-B-C rate than All Other Students in English (3% gap)

● F ● D ● C ● B ● A

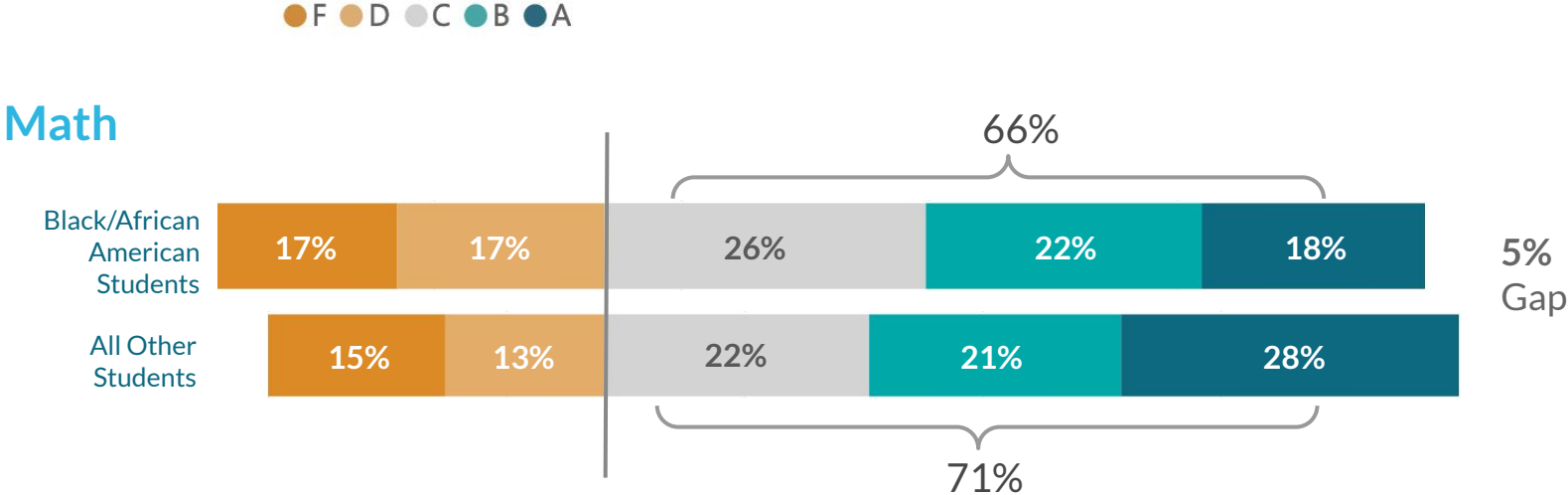
English



Goal 4: Semester 2 Grade 8 Grades in Math



- Grade 8 Black/African American students had a lower A-B-Cs rate than All Other students in Math (5% gap)



Goal 4 College & Career Readiness

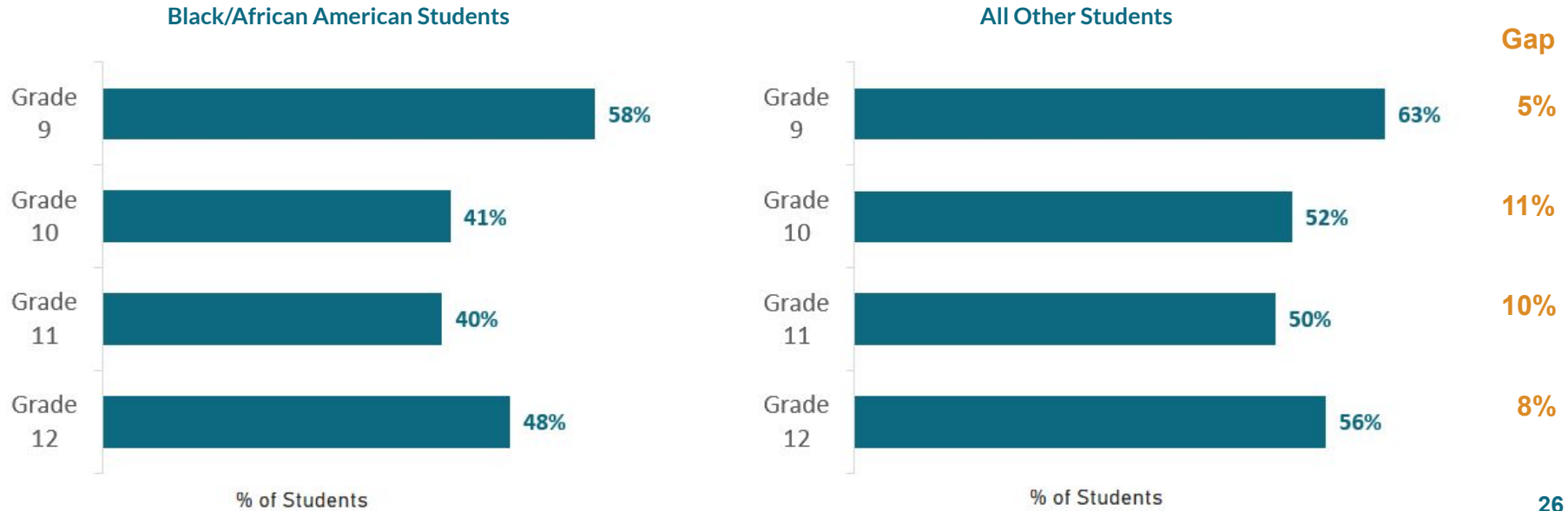
Monitor Grades 9-12

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 Semester 2 on-track for 2023-24



Note: For grades 9-11 data reflects On-Track rates to meet A-G, for grade 12 data reflects students who met A-G.

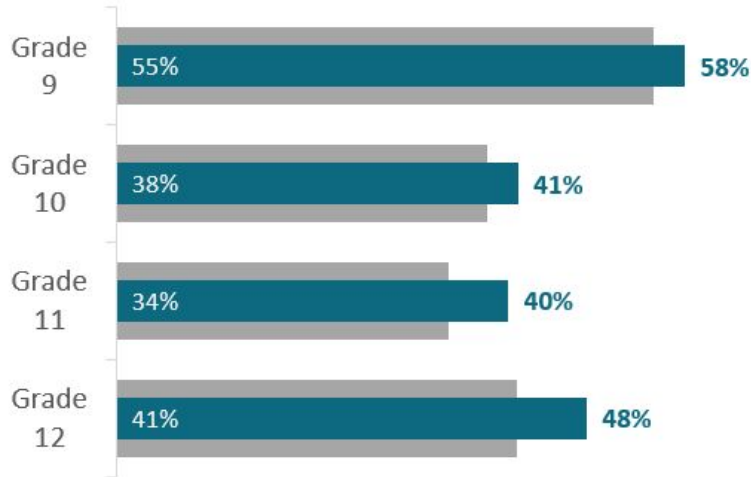
Goal 4: Grades 9 through 12 A-G On-track



High School Semester 2 on-track across two years

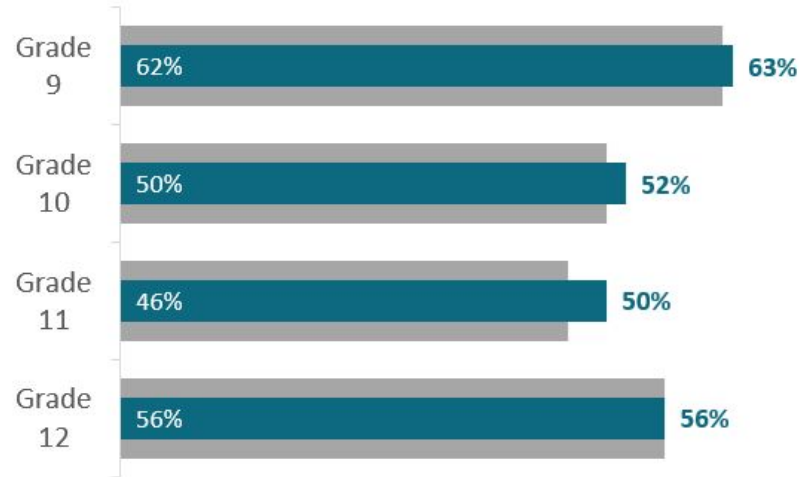
2022-23 2023-24

Black/African American Students



% of Students

All Other Students

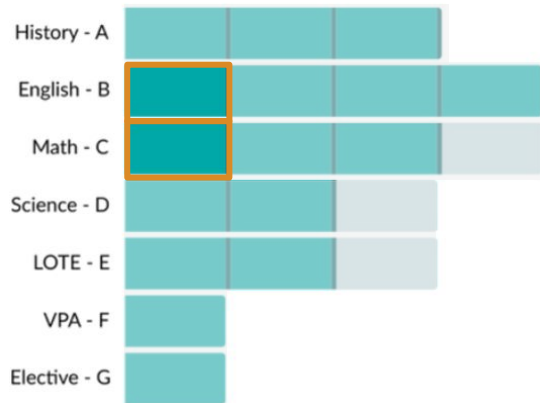


% of Students

Goal 4 Semester 2: A-G On-Track Grade 9

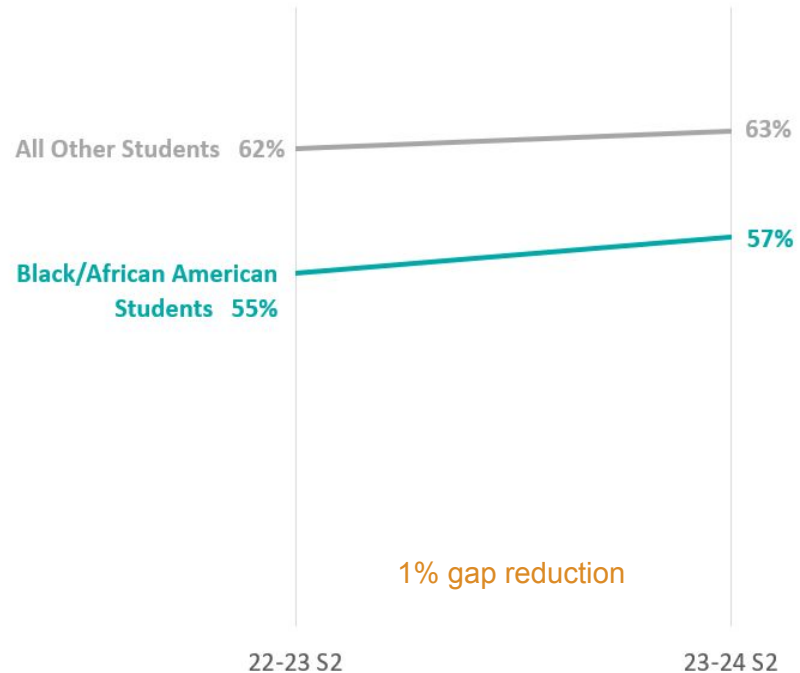


We observed a small increase for Grade 9 students in meeting A-G English and Math, with 1% gap reduction.



*only English & Math used for on-track status in Grade 9

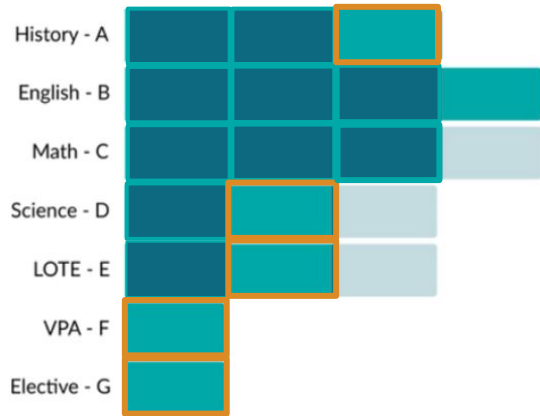
Grade 9 A-G S2



Goal 4 Semester 2: A-G Met Grade 12

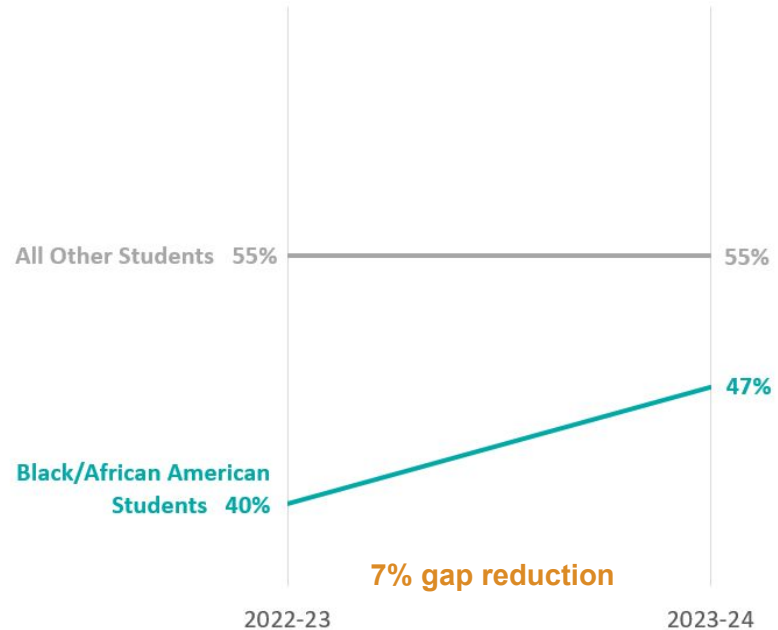


Grade 12 On-track looks at all 15 course requirements across 7 areas; we observed a **7% increase for Black/African American students' on-track rate.**



All A-G Requirements,
with 5 added in Grade 12

Grade 12 A-G Met



Goal 4 Summary



Grade 8 Achievement

Achievement levels are slightly behind interim board goal targets. Achievement was lower in Math, with a greater gap.



Grade 12 Meeting A-G requirements

12th grade **Black/African American students increased 7%**; as All Other Students remained steady, the gap was closed by half.



Monitoring On-track Status

However, additional work is needed to raise both groups to meet 5-year goal. **Changes to the A-G on-track system** may support earlier detection of students falling off-track.

Questions & Comments

Appendices

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.



Goal 3: Paths to Algebra

Middle School Math course enrollment has changed over time

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

- Almost all Current Grade 6 & 7 students were placed into the Accelerated course sequence (“wall-to-wall accelerated”)
- Current Grade 8 & 9 students placed in Accelerated courses **if they met the placement recommendation criteria**

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: Paths to Algebra

Summary of math course placements in 6th to 9th Grade

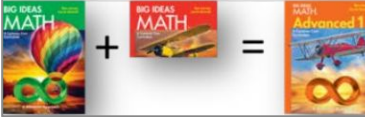
2023-24 Grade	Course options for All Students	Black/African American Enrollment (12% of district)
Grade 6	Wall-to-wall (100%) Accelerated Math	Evenly represented in Math 6 Accelerated
Grade 7	91% enrolled in Accelerated Math	Evenly represented in Math 7 Accelerated Overrepresented in non-accelerated Math 7
Grade 8	75% enrolled in Algebra	Slightly underrepresented in Gr 8 Algebra Overrepresented in non-accelerated Math 8
Grade 9 Enrolled in prior year Gr 8 Alg	63% were enrolled in Algebra during Grade 8 in 22-23	Underrepresented in Gr 8 Algebra Overrepresented in non-accelerated Math 8
Grade 9 - Algebra	37% enrolled in Algebra in Grade 9	Overrepresented in Gr 9 Algebra

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

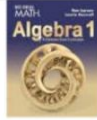
Math 7 ACC
½ Grade 7 Standards +
Grade 8 Standards



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 one math textbook, 'BIG IDEAS MATH Algebra 1', centered in a box.

2023-24 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: Wall-to-Wall Accelerated Math

Accelerated path - Year 2 for 2023-24 Grade 7

Math 6 Accelerated

→ Math 7 Accelerated →

Grade 8 Algebra

Math 6 ACC
Grade 6 Standards +
½ Grade 7 Standards

Math 7 ACC
½ Grade 7 Standards +
Grade 8 Standards

Algebra I
High School Standards

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: Paths to Algebra 2020-21 & 2021-22


2023-24 Grades 8 & 9

Accelerated path


Math 6 Accelerated

→ Math 7 Accelerated → Grade 8 Algebra

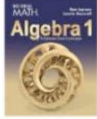
Math 6 ACC
Grade 6 Standards +
½ Grade 7 Standards



Math 7 ACC
½ Grade 7 Standards +
Grade 8 Standards



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



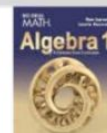
Grade 9 Algebra

Math 6
Grade 6 Standards

Math 7
Grade 7 Standards

Math 8
Grade 8 Standards

Algebra I
High School Standards



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


2023-24 Grades 8 & 9

Accelerated path

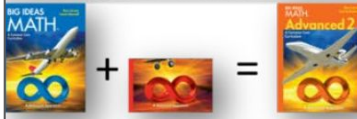
Math 6 Accelerated

→ Math 7 Accelerated → Grade 8 Algebra

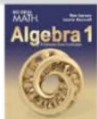
Math 6 ACC
Grade 6 Standards +
½ Grade 7 Standards



Math 7 ACC
½ Grade 7 Standards +
Grade 8 Standards



Algebra I
High School Standards



Standard path

Math 6



Math 7



Math 8



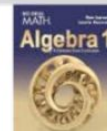
Grade 9 Algebra

Math 6
Grade 6 Standards

Math 7
Grade 7 Standards

Math 8
Grade 8 Standards

Algebra I
High School Standards



Goal 3: Grade 8 Students' Math 8 vs Algebra

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

Less data was available for determination for entering Accelerated pathway.

At the end of Semester 2, 4,593 students are enrolled in Math 8 or Algebra in Grade 8.

3,434 enrolled in Grade 8 Algebra = **75%** of students taking **Algebra in Grade 8**
1,159 enrolled in Math 8 = **25%** of students taking **Math 8 in Grade 8**

Black/African American students were:

Somewhat underrepresented in Grade 8 Algebra: Algebra = **11%** (393/3,434)

Overrepresented Math 8 : Math 8 = **17%** (199/1,159)

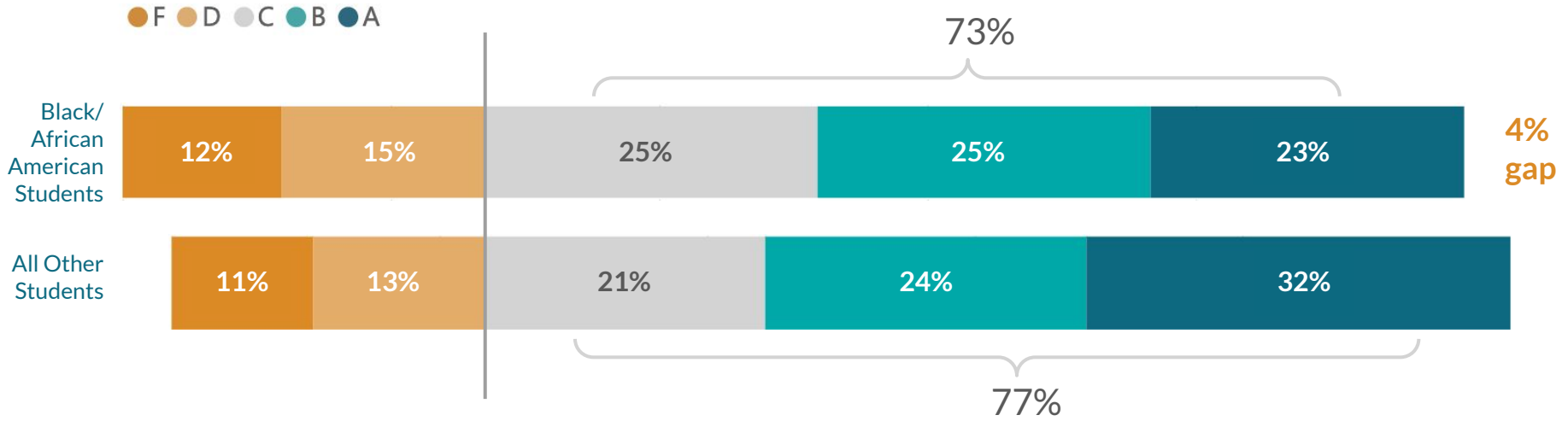
Black/African American Grade 8 enrollment in Math 8 or Algebra = **13%** (592/4,593)

Goal 3: 2022-23 Grade 8 Algebra already taken by 23-24 Gr 9 students



End of year 2022-23 for Grade 8:

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 2023-24 Grade 9 students, 2160 students met the Algebra A-G requirement by the end of Grade 8, which includes 173 Black/African American students (underrepresented at 8% of students meeting this requirement before high school).



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 2023-24?

63% (2,984 out of 4,744) of 9th graders took Algebra in 8th Grade

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)