



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: June 21, 2018

Subject: Grade Level Readiness Pipeline

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office

Recommendation: Receive update on grade level readiness pipeline to inform investments to keep students significantly on grade level.

Background/Rationale: The Sacramento City Unified School District recognizes that long term student success is directly linked to achieving grade level readiness. The long-term data demonstrates that students who are on grade level by the third grade and remain on grade level throughout their academic careers are well positioned to achieve their college and career aspirations. There is a subgroup of students who are significantly on grade level. These students are well positioned to fulfill the promise of the district's equity, access and social justice guiding principle of *ensuring that all students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*

It is important to note that the journey to significantly on grade level begins early in the elementary career of students through Advanced Learning opportunities provided by GATE and other rigorous course taking opportunities. These rigorous courses enable students to remain significantly on grade level and thus qualify for the criteria based specialty programs in high school. Success in the high school programs ensures that students are eligible for the most selective colleges and universities. The ultimate goal of this work is to create impactful and productive citizens and well rounded human beings. This is the most fundamental reason that maintaining and sustaining a significantly on grade level pipeline is so important.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 20 minutes

Submitted by: Iris Taylor, Chief Academic Officer

Approved by: Jorge A. Aguilar, Superintendent

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I. Overview/History of Department or Program

The Sacramento City Unified School District recognizes that long term student success is directly linked to achieving grade level readiness. The long-term data demonstrates that students who are on grade level by the third grade and remain on grade level throughout their academic careers are well positioned to achieve their college and career aspirations. The On Grade Level student group represents a range of students. There are students who minimally meet the district's grade level criteria. These students are considered on grade level. In addition, there are another set of students who exceed on grade level criteria and these students are considered significantly on grade level. It is important to note that there is a stronger correlation between qualifying for GATE services and demonstrating significantly on grade level readiness. The vast majority of the students who are significantly on grade level are receiving GATE services. These students are well positioned to fulfill the promise of the district's equity, access and social justice guiding principle of *ensuring that all students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*

It is important to note that the journey to be considered significantly on grade level begins early in the elementary career of students through advanced learning opportunities through GATE and other rigorous course taking opportunities. Such rigorous courses of study enable students to remain significantly on grade level and increase their opportunities to enroll in criteria based specialty programs in high school. Success in these high school programs helps to prepare students to be eligible for admission to the most selective colleges and universities. This is the most fundamental reason that maintaining and sustaining a significantly on grade level pipeline is important. The following provides a summary of the criteria for all grade level statuses including significantly on grade level.

SCUSD Grade Level Statuses

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	Level 1-Significantly Off Grade Level	Level 2-Not On Grade Level	Level 3-Nearly On Grade Level	Level 4-On Grade Level	Level 5-Significantly On Grade Level
General Description of Each Level	Students who perform at the lowest level available during the reporting period.	Students who do not meet standards on measures but sometimes perform at a level higher than the lowest available during the reporting period.	Students in between 4-On Grade Level and 2-Not On Grade Level.	Students who meet standards on all measures but do not consistently perform at the highest level available during the reporting period.	Students who perform at the highest level on 75% of available measures and meets standards 100% on available measures during the reporting period (similar to Gr 8 students approved for 2018-19 CB program participation & CSU Group A alignment)
Metrics					
Grades K-6	<p>All grade marks (in ELA, Math, Science and Social Science) equal to 1 with ASSESSMENT* equal to 1, if available.</p> <p>*ASSESSMENT = latest available between SBAC or designated district interim assessment</p>	<p>All grade marks (in ELA, Math, Science and Social Science) equal 2 with at least one ASSESSMENT* less than or equal to 2, if available,</p> <p>OR</p> <p>All grade marks equal to 2 and 1 (with at least one 2) with ASSESSMENT* equal to 2 or 1, if available,</p> <p>OR</p> <p>All grade marks equal to 1 only with at least one ASSESSMENT* equal to 2, if available.</p> <p>*ASSESSMENT = latest available between SBAC or designated district interim assessment</p>	<p>Students in between 4-On Grade Level and 2-Not On Grade Level.</p>	<p>All grade marks greater than or equal to 3 (in ELA, Math, Science and Social Science) with all ASSESSMENT* equal 3 or 4, if available.</p> <p>*ASSESSMENT = latest available between SBAC or designated district interim assessment</p>	<p>At least 75% of grade marks equal 4 with no marks less than 3 (in ELA, Math, Science and Social Science) with all ASSESSMENT* equal to 4, if available.</p> <p>*ASSESSMENT = latest available between SBAC or designated district interim assessment</p>

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Grades 7-8	<p>Less than 2.0 GPA with ASSESSMENT equal to 1, if available.</p> <p>*ASSESSMENT = latest available between SBAC or designated district interim assessment</p>	<p>GPA less than 2.5 and greater than or equal to 2.0 with at least one ASSESSMENT less than or equal to 2, if available,</p> <p>OR</p> <p>GPA less than 2.0 with at least one ASSESSMENT higher than 1, if available</p> <p>*ASSESSMENT = latest available between SBAC or designated district interim assessment</p>	<p>Students in between 4-On Grade Level and 2-Not On Grade Level.</p>	<p>GPA equal to or greater than 3.0 with all ASSESSMENT equal 3 or 4, if available.</p> <p>*ASSESSMENT = latest available between SBAC or designated district interim assessment</p>	<p>GPA equal to or greater than 3.7 with All ASSESSMENT equal to 4, if available.</p> <p>*ASSESSMENT = latest available between SBAC or designated district interim assessment</p>
Grade 9	<p>Off Track Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>Subject Borderline Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>On Track Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>On Track Graduation</p> <p>On Track A-G</p>	<p>On Track Graduation</p> <p>On Track A-G</p> <p>3.53 Cumulative UC A-G GPA</p> <p>5 A-G Units</p> <p>(CSU Group A)</p>
Grade 10	<p>Off Track Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>Subject Borderline Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>On Track Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>On Track Graduation</p> <p>On Track A-G</p>	<p>On Track Graduation</p> <p>On Track A-G</p> <p>3.53 Cumulative UC A-G GPA</p> <p>11 A-G Units</p> <p>>= 2 AP or Honor Courses (CSU Group A)</p>
Grade 11	<p>Off Track Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>Subject Borderline Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>On Track Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>On Track Graduation</p> <p>On Track A-G</p>	<p>On Track Graduation</p> <p>On Track A-G</p> <p>3.53 Cumulative UC A-G GPA</p> <p>16 A-G Units</p> <p>>= 3 AP or Honor Courses (CSU Group A)</p>
Grade 12	<p>Off Track Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>Subject Borderline Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>On Track Graduation (Prioritize list of students by A-G status: SB and Off Track)</p>	<p>On Track Graduation</p> <p>On Track A-G</p>	<p>On Track Graduation</p> <p>On Track A-G</p> <p>3.53 Cumulative UC A-G GPA</p> <p>22 A-G Units</p> <p>>= 5 AP or Honor Courses (CSU Group A)</p>

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II. Driving Governance:

Per board policy 6172, the Governing Board believes that all students deserve an education that challenges them to reach their full potential. The district shall provide gifted and talented students with opportunities for learning commensurate with their particular abilities and talents. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields. In many respects, grade level readiness directly supports student graduation and ensures that students graduate college and career ready.

III. Budget:

The budget for this item will be evolving as the district implements internal assessments and builds assessment capacity through partnerships with College Board.

IV. Goals, Objectives and Measures:

The overall purpose of this initiative is to build and sustain the pipeline of students who become and remain significantly on grade level. These students serve as the pipeline for the district's criteria based specialty programs as they enter high school and, upon completion of these programs, become eligible to attend the most selective colleges and universities throughout California and the nation. It is important to note that the long-term goal is not to suggest which school a student should attend but rather to enable all students to be eligible for any school which match their aspirations and academic profile.

V. Major Initiatives:

The major initiative is ensuring students who are significantly on grade level remain significantly on grade level throughout their academic careers in Sacramento City Unified School District. There are several strategies to ensure this through the K-12 experience including GATE, A-G completion, PSAT/SAT preparation, Advanced Placement/IB course taking and overall exposure to higher level course taking.

VI. Results:

Given that the district's grade level readiness criteria has just been introduced during the spring, there are no immediate results to validate our ability to sustain the pipeline of students who are significantly on grade level. This will be an important ongoing indicator going forward. The first meaningful data point will be the performance of students who are assigned a spring grade level readiness status who participate in the Expanded Learning Summer Program (ELSP) and how they perform during the 2018 fall semester. A key outcome of the ELSP program is to sustain and build the pipeline of students who are significantly on grade level. This information will be shared with the board at a later time.

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VII. Lessons Learned/Next Steps:

The 2018 ELSP marks the first pilot of using the significantly on grade level readiness criteria to support student success. An important part of the evaluation of the 2018 ELSP will be the number of students who improved on their grade level status during the fall semester. In addition, the district will continue to monitor and evaluate the long term success of GATE students with a focus on increasing the pipeline of eligible students for the criteria based specialty programs. At the secondary level, this will include ongoing analysis of PSAT and SAT performance.