

ccee

California Collaborative
for Educational Excellence



Uplifting Educators to Accelerate Learning

How Taft City SD is Developing a Research-Driven
Culture For Positive Student Outcomes



November 8, 2024

California Educational Research Association (CERA) - 2024 Annual Conference



Presenters



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Agenda

- Welcome and Introductions
- Fostering a Culture of Continuous Improvement
 - Gathering authentic educator voices
 - Analyzing student assessment data
 - Promoting student goal-setting
 - Testing and evaluating multiple Tier 2 interventions
 - Providing Tier 1 professional development
- Discussion/Questions



Welcome and Introductions



Who is the California Collaborative for Educational Excellence (CCEE)?

- Statewide leader whose mission is to deliver on California's promise of quality, equitable education for every student
- Design and implement initiatives that facilitate the application of evidence-based continuous improvement processes within LEAs, coupled with regular collection and analysis of relevant data to support student outcomes
- Share lessons learned from our work, as well as emerging/best practices, strategies, and resources that address current high priority needs in the field



I3 Learning Networks



Network Facilitation: Dedicated space for LEA teams to learn from and reflect with other teams across the state as they engage in continuous improvement cycles to address their individual problems of practice around a common priority area



Learning Lab: A network of educators across the state on the cutting-edge of innovation



Data Monitoring & Impact: Coaching around data and assessment to enhance data literacy knowledge and skills to inform decision-making

African American Student Success



- Fresno USD (Enrollment: 68,200)
- Lynwood USD (Enrollment: 11,400)
- Pittsburg USD (Enrollment: 10,700)
- Robla SD (Enrollment: 1,900)
- San Lorenzo USD (Enrollment: 8,100)
- Napa COE (5 districts; 18,200 students)
- San Diego COE (42 districts; 393,700 students)

Universal Design for Learning

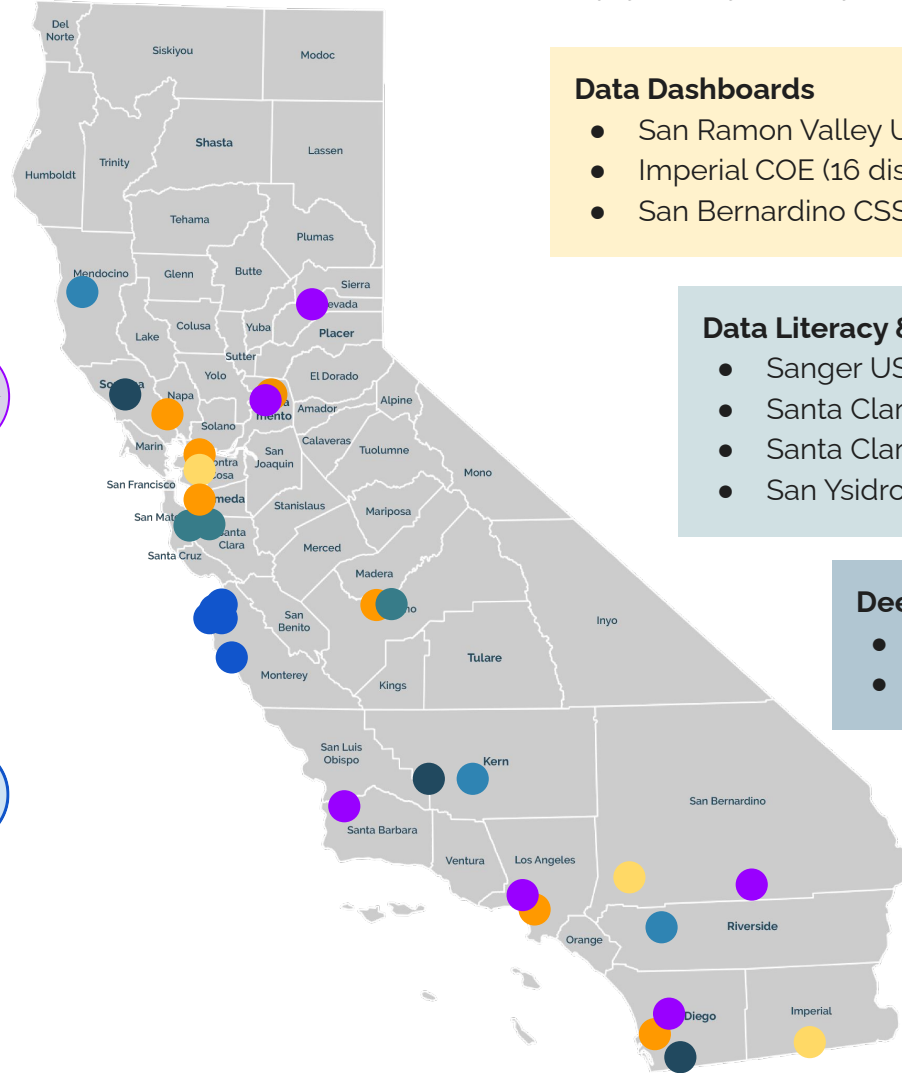


- Culver City USD (Enrollment: 6,800)
- Davis JUSD (Enrollment: 7,800)
- Guadalupe UESD (Enrollment: 1,300)
- Morongo USD (Enrollment: 7,400)
- Nevada JUSD (Enrollment: 2,500)
- Poway USD (Enrollment: 34,900)

Chronic Absenteeism



- Alisal USD (Enrollment: 7,300)
- Salinas City ESD (Enrollment: 8,200)
- North Monterey County USD (Enrollment: 4,400)
- Soledad USD (Enrollment: 4,700)
- Monterey COE (24 districts; 70,800 students)



Data Research Learning Network (DRLN)

Data Dashboards



- San Ramon Valley USD (Enrollment: 29,200)
- Imperial COE (16 districts; 35,300 students)
- San Bernardino CSS (33 districts; 355,100 students)

Data Literacy & Leadership



- Sanger USD (Enrollment: 12,000)
- Santa Clara USD (Enrollment: 14,200)
- Santa Clara COE (31 districts; 206,900 students)
- San Ysidro SD (Enrollment: 4,200)

Deeper Learning



- Rincon Valley USD (Enrollment: 3,100)
- Taft City SD (Enrollment: 2,400)

Balanced Assessment Systems



- Bakersfield City SD (Enrollment: 28,800)
- Coachella Valley USD (Enrollment: 16,000)
- Leggett Valley USD (Enrollment: 121)

Data Research Learning Network (DRLN)

- Launched in 2022-23
- Aimed to support districts and county offices in moving away from constrained data analysis practices toward catalytic data-driven discussions and decisions
- Organized into four strands:



Data Dashboards



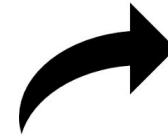
Data Literacy & Leadership



Deeper Learning



Balanced Assessment Systems



How do we address the statewide need?



Designed DRLN to be a research and development network focused on:

- System-level innovation
- Statewide amplification

Taft City School District





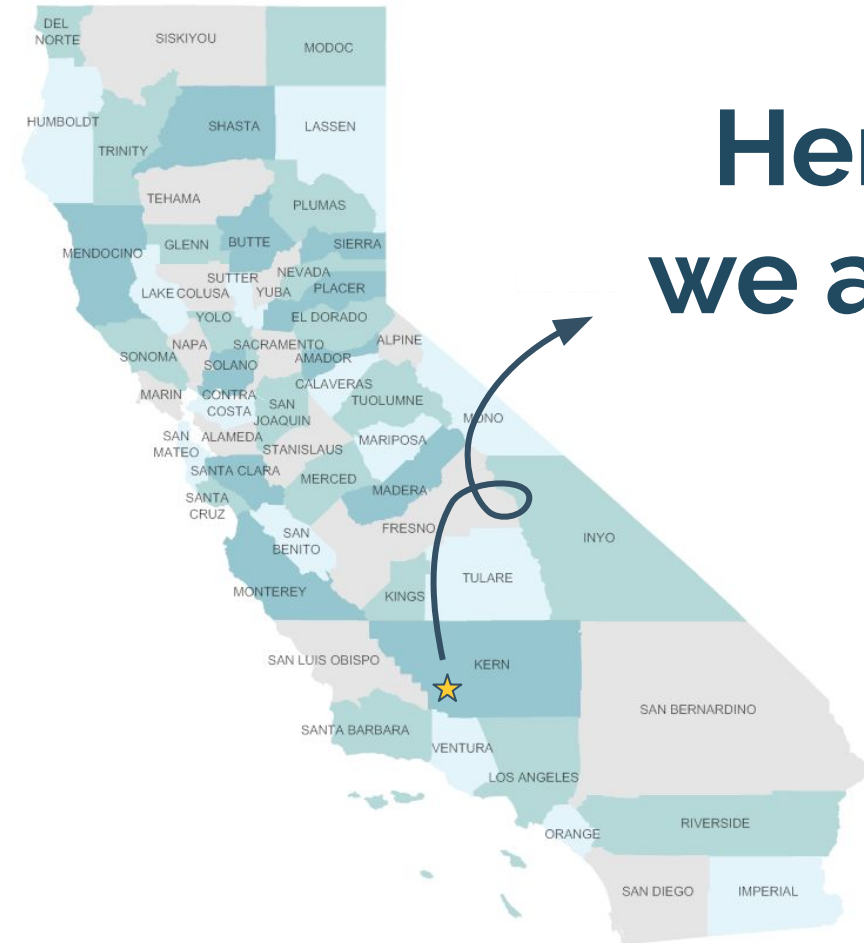
Taft City School District

TK - 8th Grade
2,383 students

**15 sq.
miles**

4 TK-3 elementary schools
1 4-5 elementary school
1 6-8 middle school

90.7% Socioeconomic Disadvantaged
71.6% Hispanic or Latino
46.0% English Learners



**Here
we are!**



Accelerating Student Learning

Taft City School District's DRLN Innovation Plan

Improve student outcomes by...



having teachers guide students in **setting academic goals,**



monitoring student progress, and



providing targeted support and guidance

...to accelerate their learning as measured by the increased growth on state & local assessments

Gathering Authentic Educator Voices



Teacher Survey

- Administered survey to understand experiences with MTSS strategies and perspectives on student growth in 22-23
- Principals led site-based data analysis activity



bit.ly/4fpcBqP



How are teachers describing the student growth last year?
What do they feel contributed to it?



To what degree have teachers implemented student-goal setting?



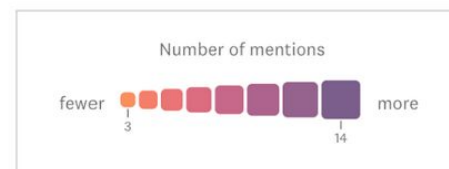
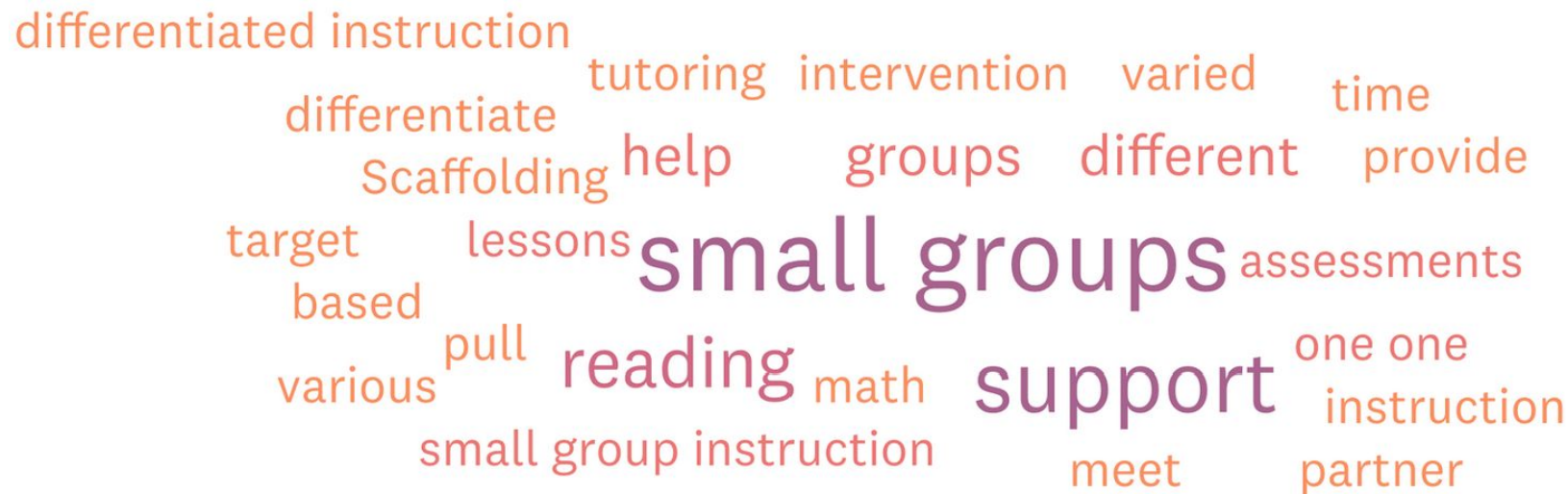
What experiences do teachers have with data-driven decision-making?



What background knowledge do teachers have of MTSS?

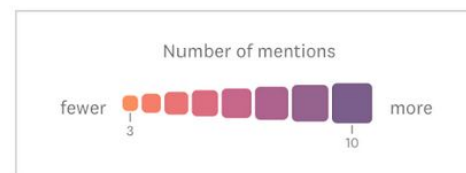
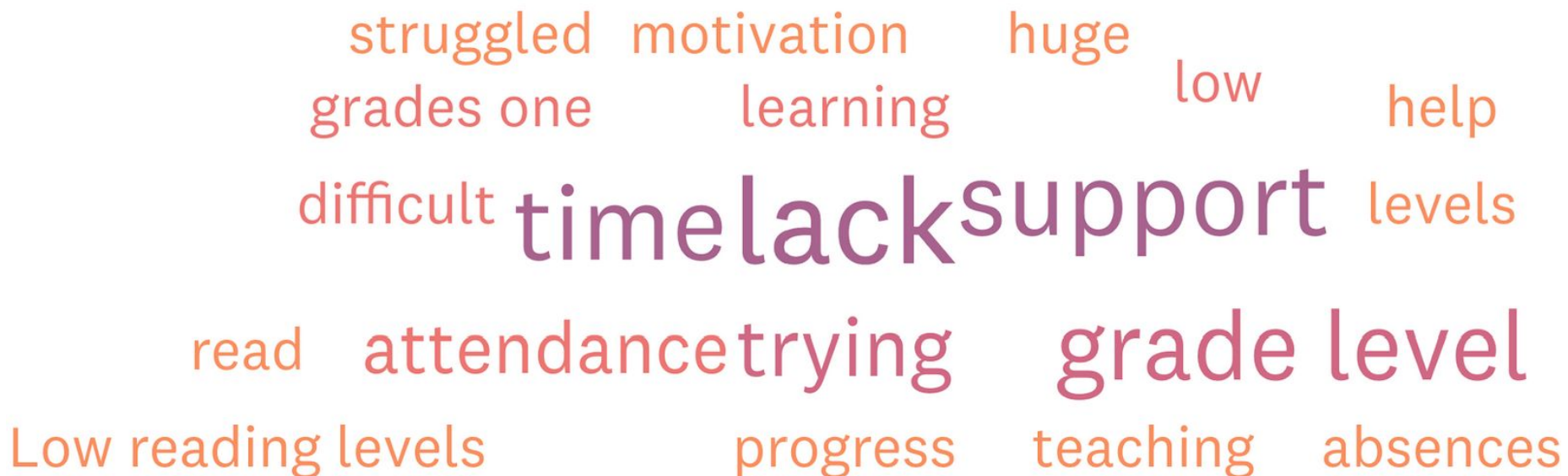
Word Clouds

Q: Describe the measures you used in your classroom to address various learning levels.



Word Clouds

Q: Describe any factors that presented a challenge to student growth in 2022-2023.

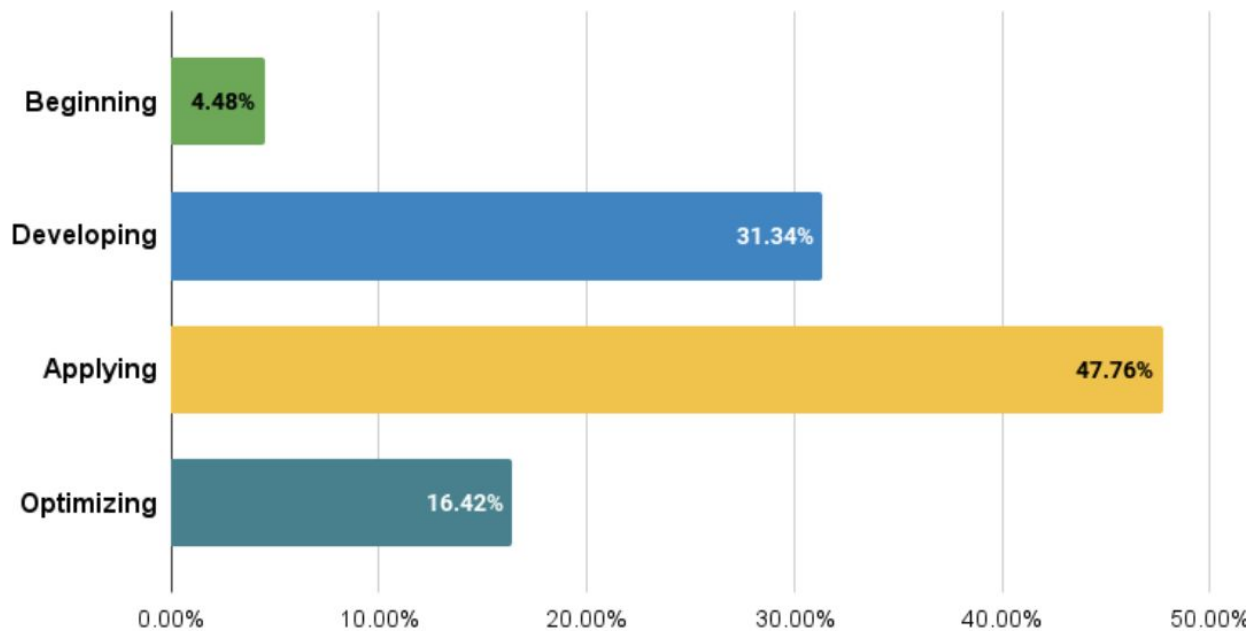




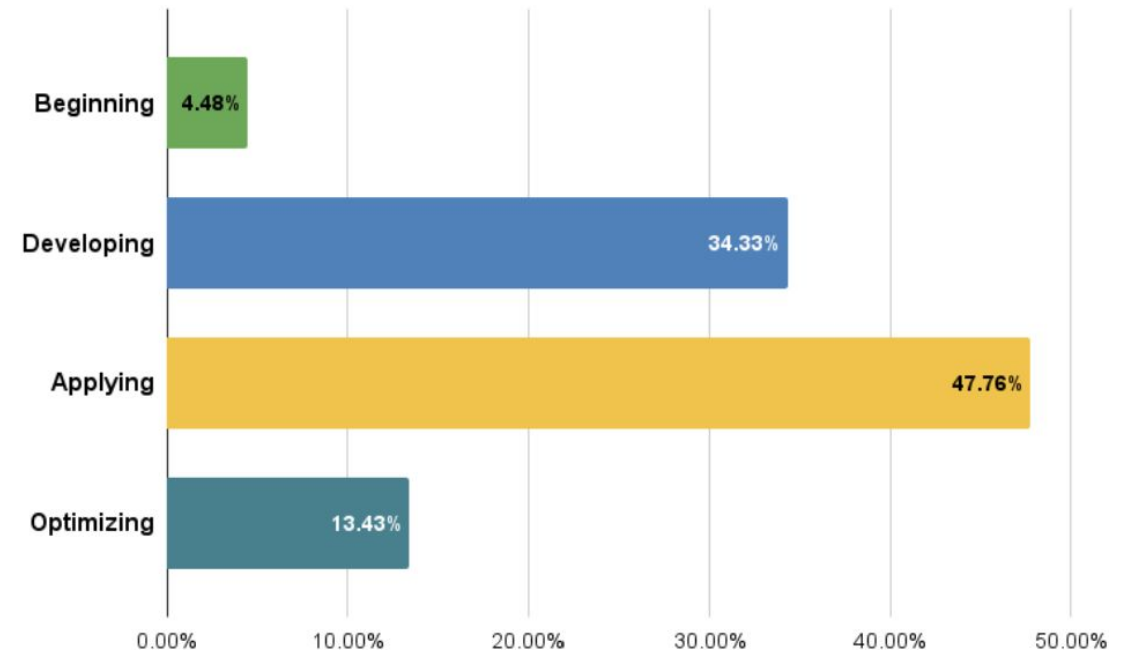
Bar Charts

Experience with MTSS

Describe your level of proficiency in using data to identify students for intervention.



Describe your level of proficiency in analyzing progress monitoring data to determine a student's response to intervention.



Analyzing Student Assessment Data



Correlational Analyses

Understanding the link between i-Ready and CAASPP



District leadership, principals, and TOSAs



3Ds: Data, Discussions, Decisions

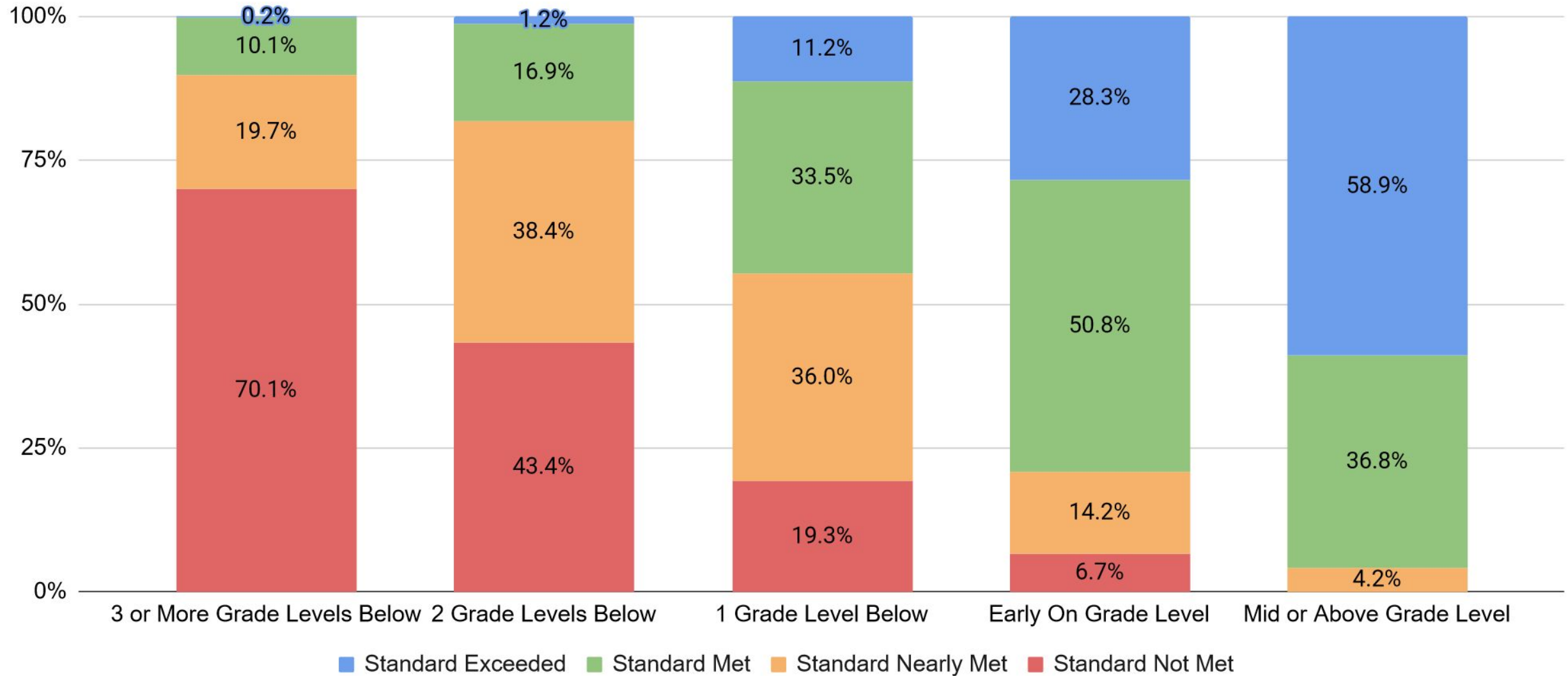


Key takeaways

- Created Tier 2 risk identification and academic intervention procedures for 2023-2024, utilizing tools from [AIR Center on Multi-Tiered System of Support](#)
- Co-developed by principals and TOSAs

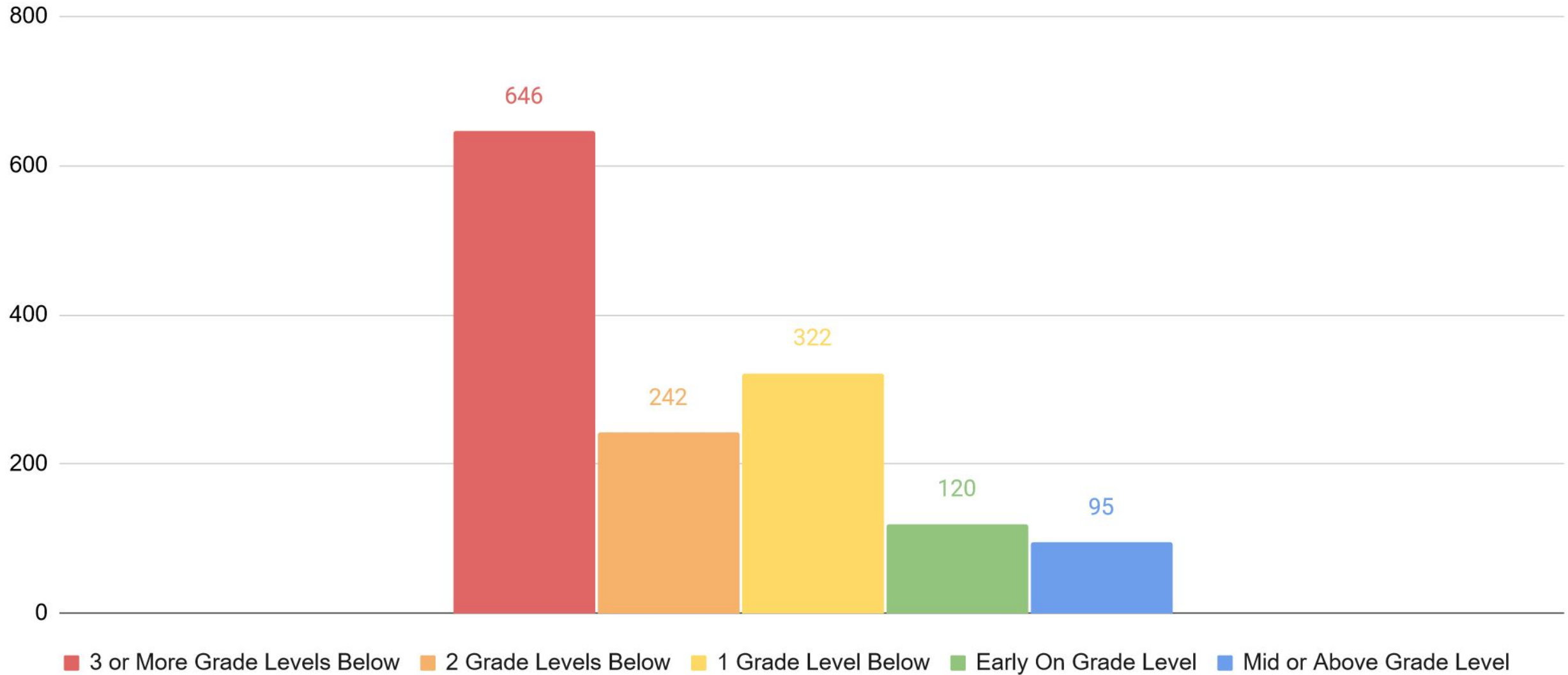


ELA Fall 2022 i-Ready vs. Spring 2023 CAASPP Comparison: District, All Grades



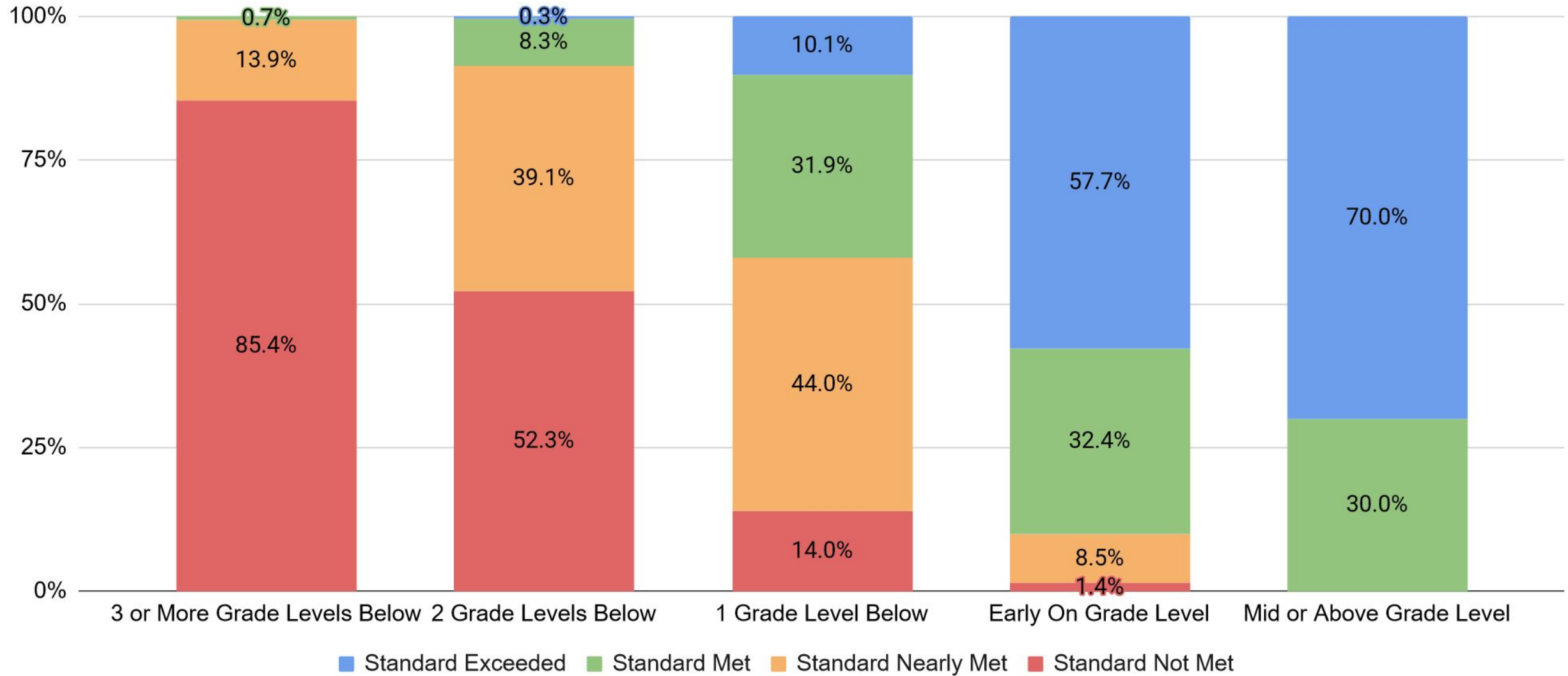


ELA Fall 2022 i-Ready (Grades 3-8)



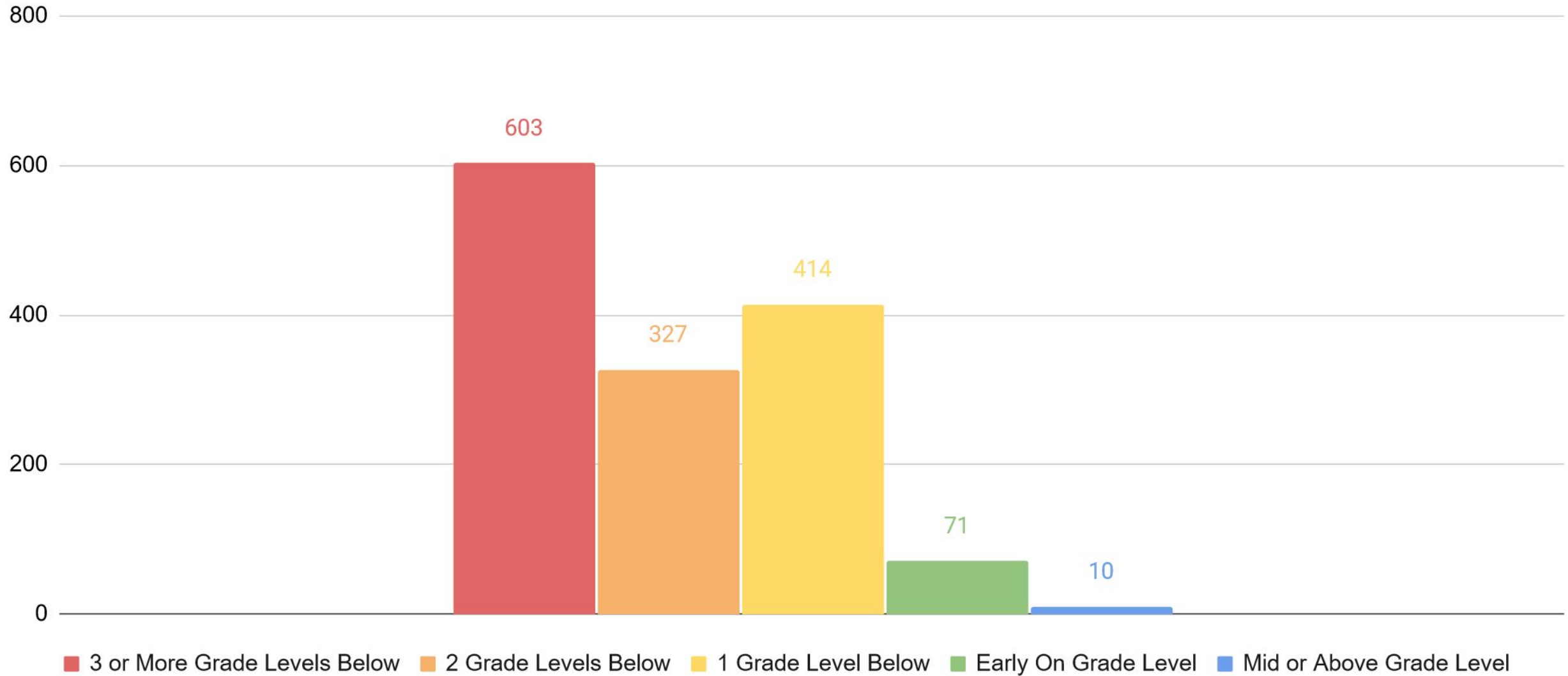


Math Fall 2022 i-Ready vs. Spring 2023 CAASPP Comparison: District, All Grades





Math Fall 2022 i-Ready (Grades 3-8)

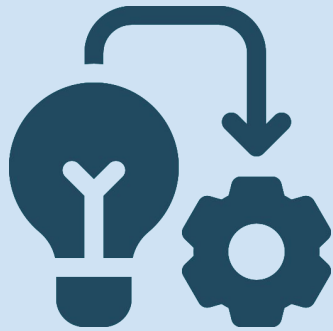


Promoting Student Goal-Setting



Student Goal-Setting Sheets

Building Student Ownership of Learning Growth



Actualize



Collaborate



Target

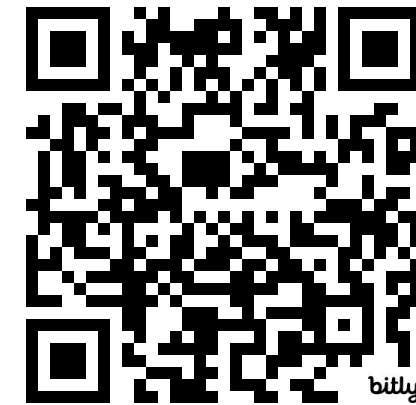
Student Goal-Setting Template



Name _____

Student Goal Setting: Reading

Diagnostic 1:	Diagnostic 2:	Diagnostic 3:
<p><u>Check</u> one area that is a STRENGTH. <u>Circle</u> one area for IMPROVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> High Frequency Words <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension: Literature <input type="checkbox"/> Comprehension: Informational Text 	<p><u>Check</u> one area that is a STRENGTH. <u>Circle</u> one area for IMPROVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> High Frequency Words <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension: Literature <input type="checkbox"/> Comprehension: Informational Text 	<p><u>Check</u> one area that is a STRENGTH. <u>Circle</u> one area for IMPROVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> High Frequency Words <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension: Literature <input type="checkbox"/> Comprehension: Informational Text
<p>To improve in the area circled above, I will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take my time <input type="checkbox"/> Try my best <input type="checkbox"/> Ask questions <input type="checkbox"/> Listen carefully <input type="checkbox"/> Reread questions and passages <input type="checkbox"/> Take my work seriously <input type="checkbox"/> Other: 	<p>To improve in the area circled above, I will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take my time <input type="checkbox"/> Try my best <input type="checkbox"/> Ask questions <input type="checkbox"/> Listen carefully <input type="checkbox"/> Reread questions and passages <input type="checkbox"/> Take my work seriously <input type="checkbox"/> Other: 	<p>To improve in the area circled above, I will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take my time <input type="checkbox"/> Try my best <input type="checkbox"/> Ask questions <input type="checkbox"/> Listen carefully <input type="checkbox"/> Reread questions and passages <input type="checkbox"/> Take my work seriously <input type="checkbox"/> Other:
<p>Did I improve in the area I chose? Why or why not?</p>	<p>Did I improve in the area I chose? Why or why not?</p>	<p>Did I improve in the area I chose? Why or why not?</p>



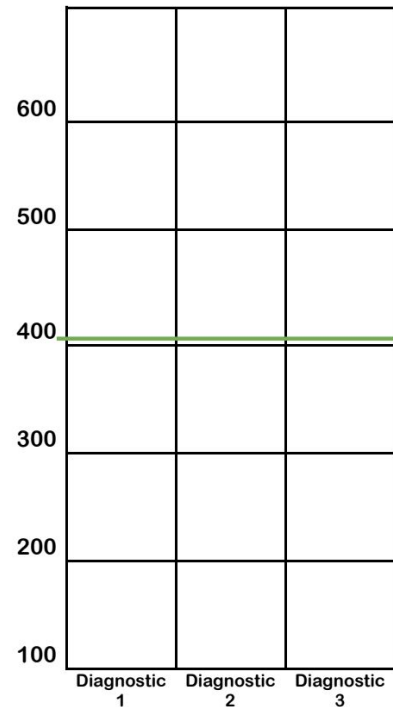
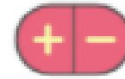
bitly

bit.ly/3BMP4Bw

i-Ready Progress Monitoring Template



Diagnostic Progress Math



Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall Score:	Overall Score:	Overall Score:
Typical Growth Goal:	Growth Needed: Growth Made:	Growth Needed: Growth Made:
Stretch Growth Goal:	Did you make it to half of your Typical Growth Goal? Yes No Did you make it to half of your Stretch Growth Goal? Yes No	Did you make all of your Typical Growth Goal? Yes No Did you make it all of your Stretch Growth Goal? Yes No

1st Grade: 402



bit.ly/4haqRFc



MTSS Data Integration Snapshot

Peer Mentoring

Active Tier 2

Delete Intervention

Manage Intervention

Peer Mentoring [Review Plan Details](#)

Schedule

Start Date	End Date	Sessions Per Week	Number of Weeks	Rec. Time Per Session
7/12/23	8/4/23	2	4	20

Enrolled Students (1)

LN

Assigned Staff (1)

K

Student Support Resources

[Reducing Behavior Problems in the Elementary School Classroom](#)

Meeting Completion

Meeting Completion

63%

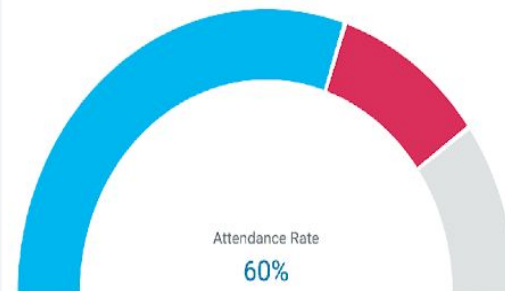


Average Meeting Time

19 Minutes



Attendance



20% Absent

20% Not Marked

Observations

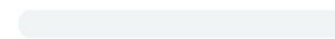
Engaged

67%



Neutral

0%



Disengaged

33%



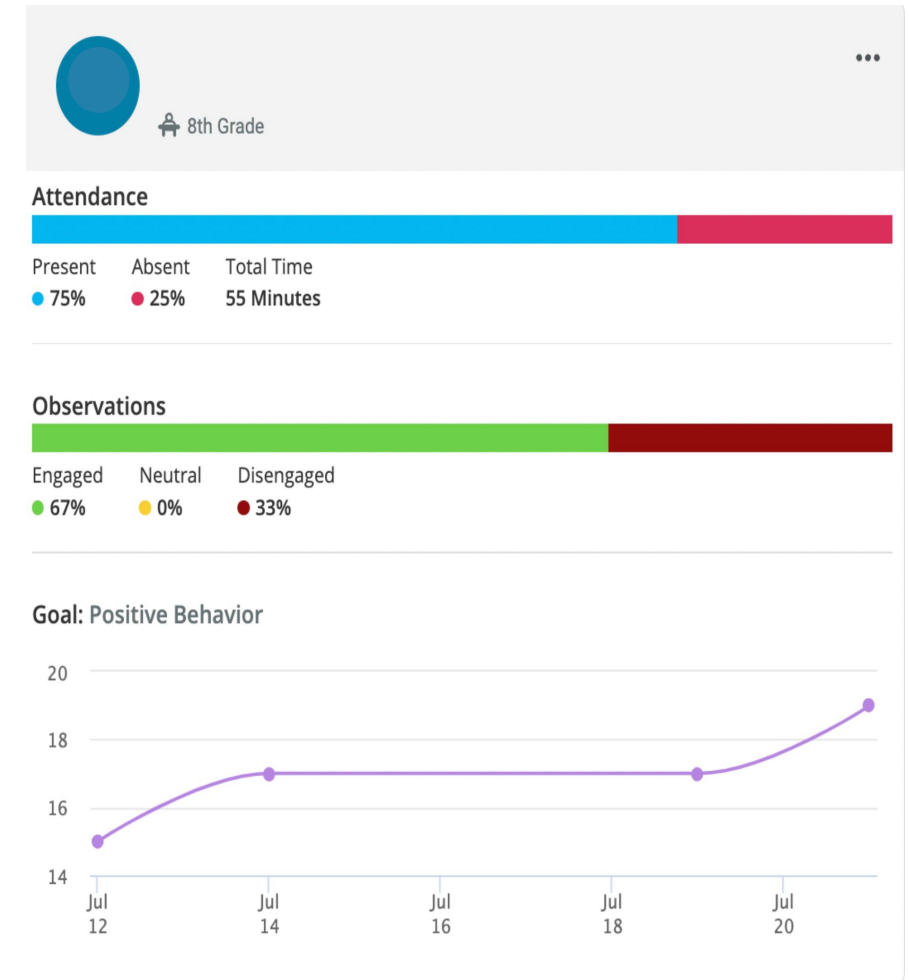
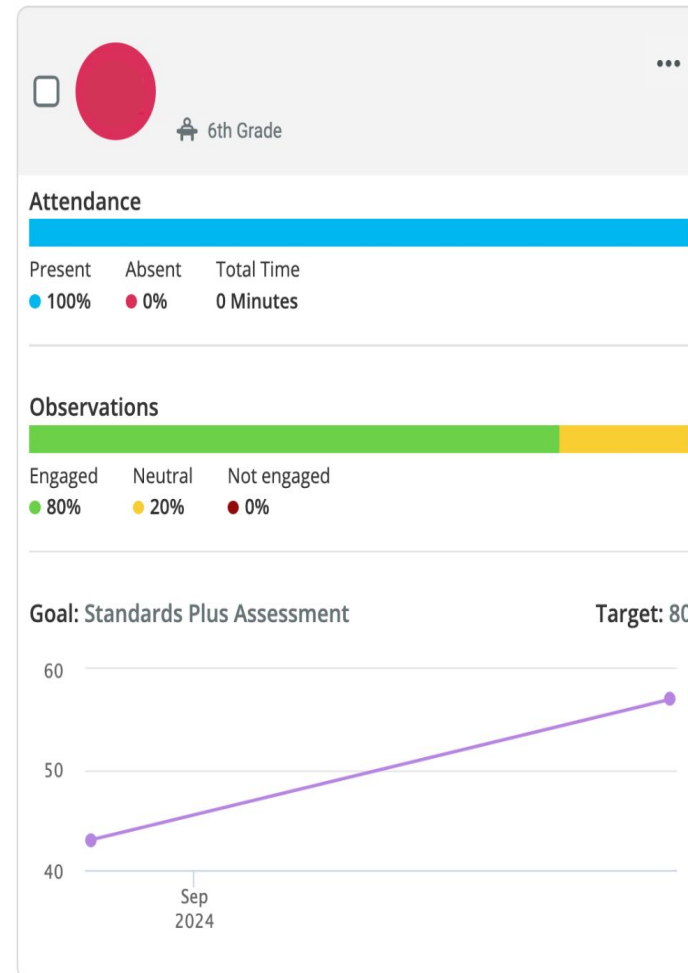
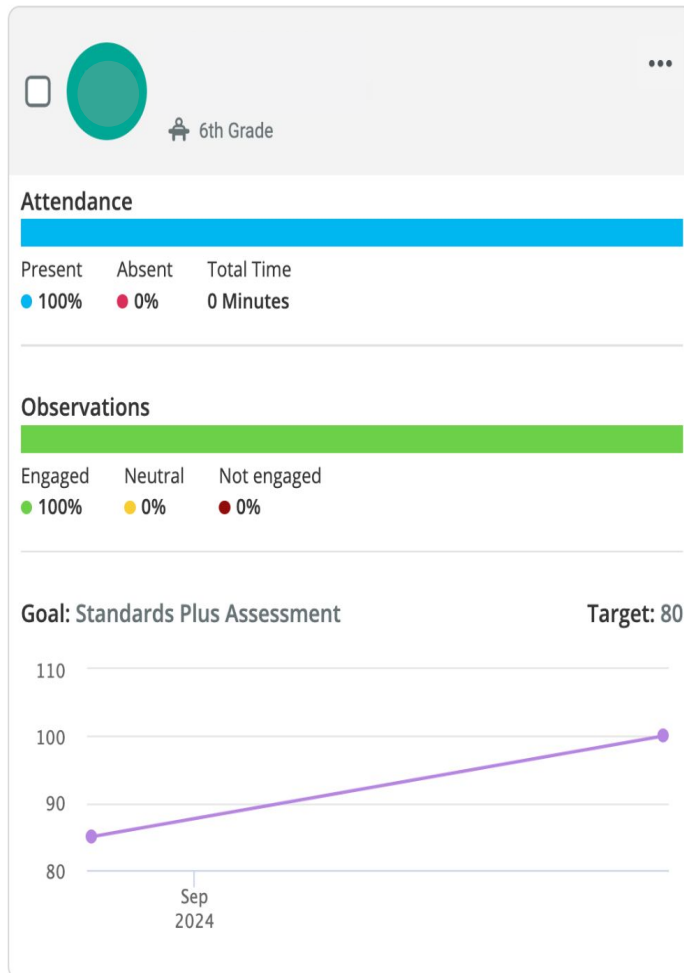
1 intervention note



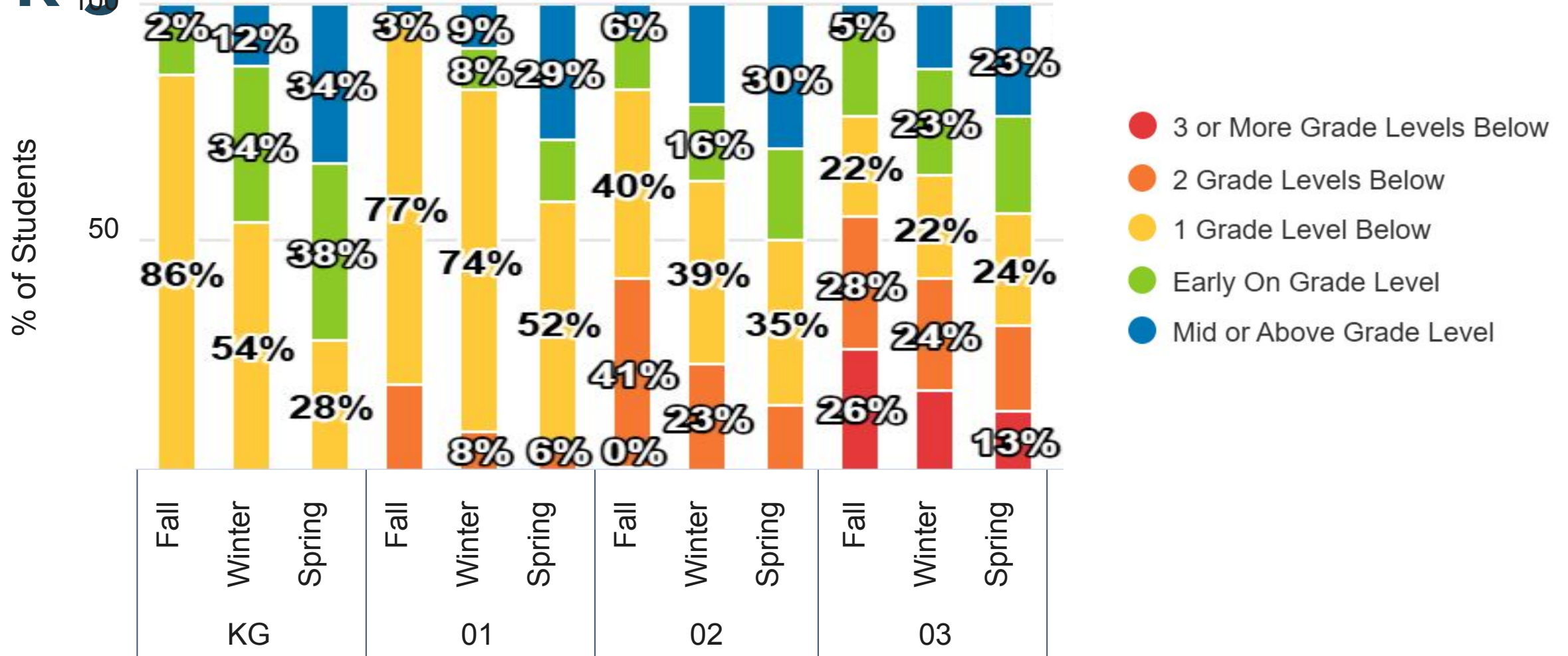
Review notes added by

K

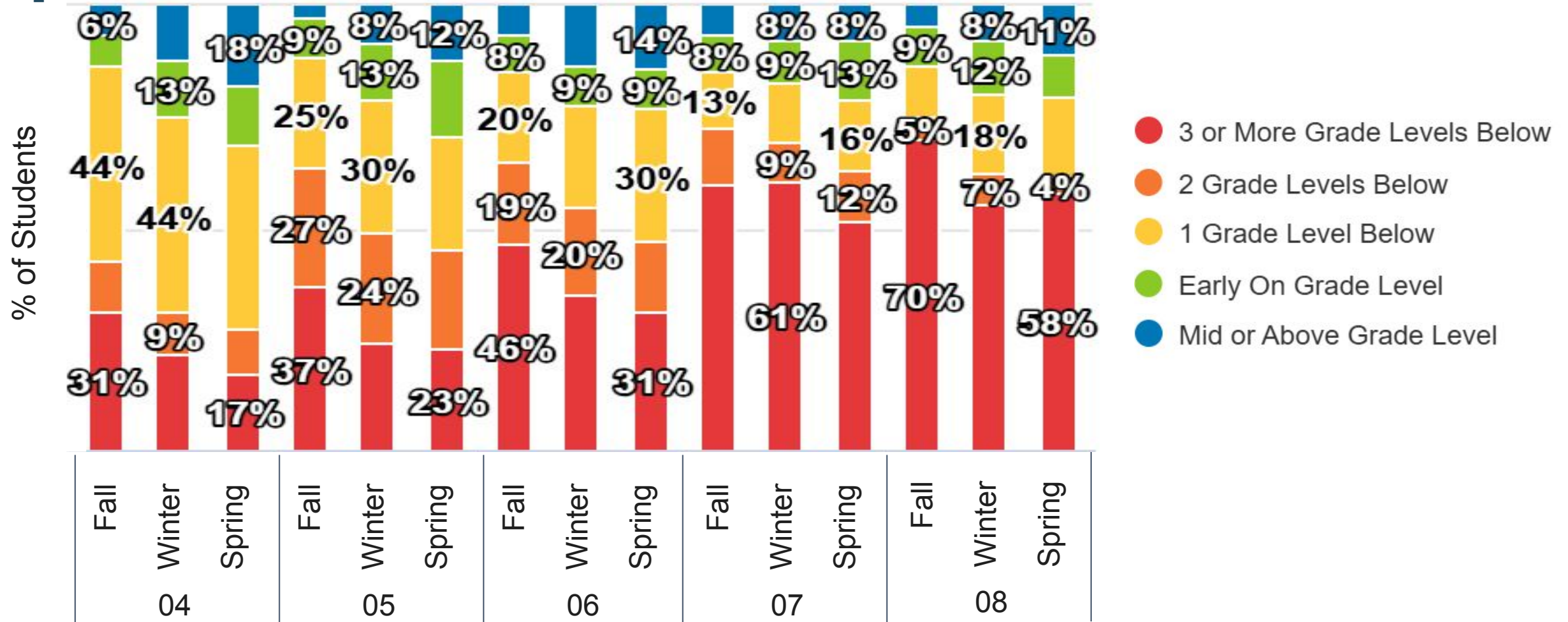
MTSS Data Integration Snapshot



iReady ELA Overall for K-3



iReady ELA Overall for 4-8th



Testing & Evaluating Multiple Interventions





Determining Intervention Effectiveness

Supporting Continuous Improvement

- Different Tier 2 TOSA-led interventions at each school site
- Analyses of 2023-2024 BOY to EOY i-Ready scores
 - Similar growth between intervention and non-intervention groups
 - Large gains in Grade 3 and Grade 8 for those 3 or More Grade Levels Below



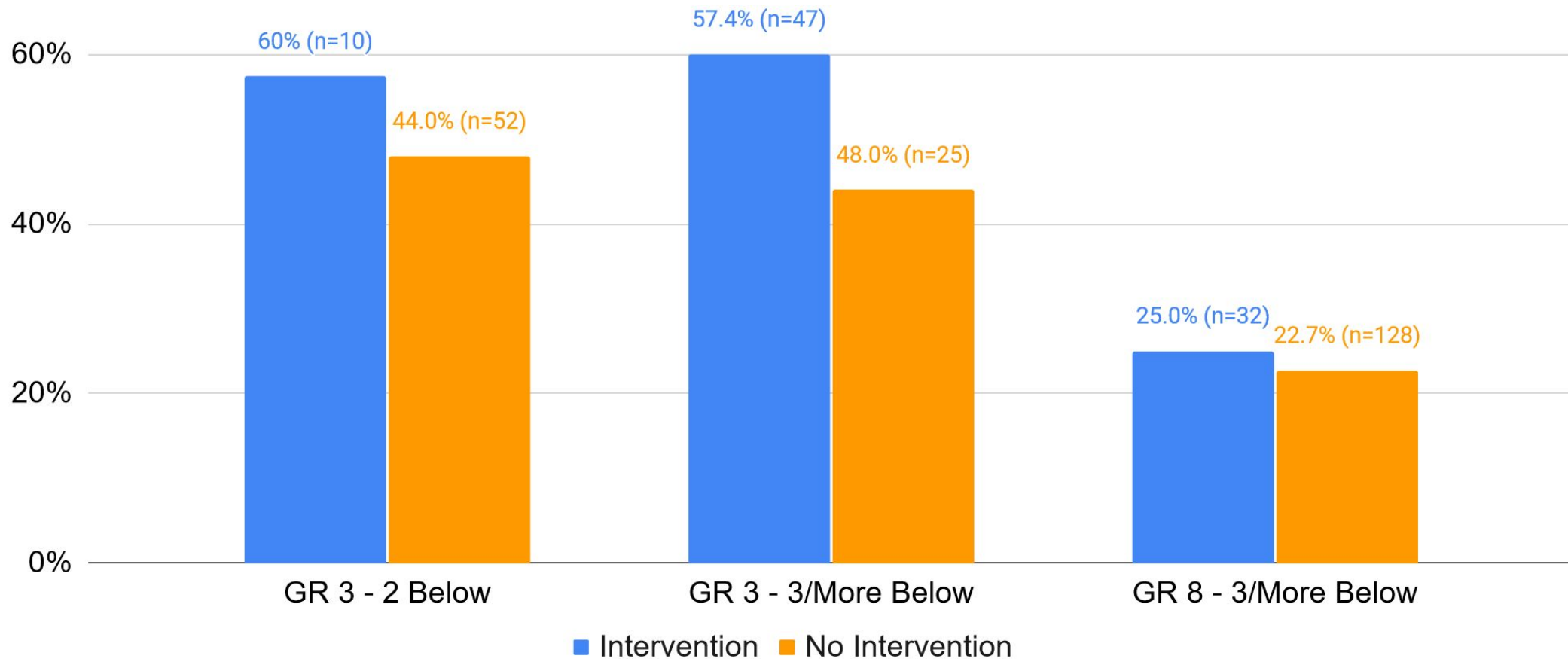
ELA Growth from BOY to EOY

Change in Scale Score Points

Grade / BOY Status	Intervention	No Intervention
Grade 3 / Two Grade Levels Below	+30	+25
Grade 3 / Three or More Grade Levels Below	+31	+19
Grade 8 / Three or More Grade Levels Below	+37	+22

ELA Growth from BOY to EOY

Percentage Increase in Relative Placement



Providing Data-Driven Professional Development





Targeted Professional Development

Enhancing Best First Instruction

- One week PD in June 2024 for ~40% of teachers
- Focused on Science of Reading, vocabulary, comprehension, and incorporating phonemic awareness and phonics
- Next steps
 - Accountability and fidelity of implementation
 - Possible comparative statistical analyses of 2024-2025 MOY and EOY i-Ready results between PD and non-PD classrooms

Questions





Thank You!



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Resources



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California Collaborative
for Educational Excellence



Today's Slide Deck

bit.ly/TCSD-CERA24



CCEE Learning Networks
Resource Hub

bit.ly/3UF9Mtu



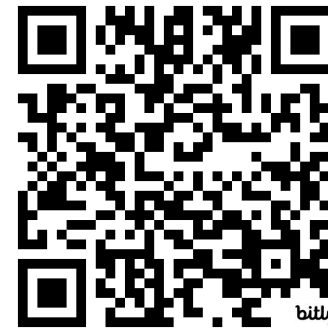
TCSD Teacher Survey

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TCSD Student
Goal-Setting Sheet

bit.ly/3BMP4Bw



TCSD i-Ready Progress
Monitoring Template

bit.ly/4haqRFc