

Powerful Goals: Where Are We Now?

Updating the District's Powerful Goals with 2021-22 Baseline Data and Providing Annual Targets Needed to Meet 2025-26 Targets

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This reference tool provides compiled and updated historical data and projected targets for each of the District's four Powerful Goals (see pages 3-6). We also provide comments and suggestions pertaining to each Goal for the Board to consider going into budget development for 2023-24.

District Goal 1 (Postsecondary):

- **Celebrate successes for Black and foster students and continue growth.** The latest data show that, on average, all targeted subgroups shared in A-G completion-rate gains between 2020-21 and 2021-22. In particular, Black and foster students grew by about 6 and 7 percentage points, respectively. This is roughly the year-over-year growth needed to achieve the District's Goal #1 of 25 percentage points of growth for the targeted student groups by 2025-26. The exemplary growth of these two groups show that the targets are indeed possible, but such growth needs to be emulated across the other targeted groups in future years.
- **Consider adjustments to 2026 targets given new baseline data.** The 2022-26 Strategic Plan set an overall goal of a 70% graduate cohort A-G completion rate. However, the goals for targeted subgroups were relative: 25 percentage points of growth from the 2021-22 baseline. This target-setting means some subgroups, to meet targets, would exceed the overall goal. For example, if we expect low-income students to grow 25 points by 2026, the goal would be 74% for this group. Since low-income students are the majority (~80% of all students), their rate of achievement drives the overall rate. (Historically, the overall A-G completion rate has been slightly higher than the low-income rate). Increasing the overall target (e.g., to 75%), or decreasing subgroup targets to stay within the overall goal would reconcile these numbers.

District Goal 2 (Literacy):

- **Maintain historical literacy growth by sustaining and broadening current initiatives and investments in literacy.** To achieve a 30-point plus increase in 3rd grade SBA English language arts distance from standard (DFS) by 2026, literacy growth must average at least 7.5 points each year. This target is feasible based on historical SBA literacy growth, which was 6.7 points per year on average from 2017 to 2019. Maintaining the current effort with additional investments in research-aligned interventions, such as Primary Promise and high-dosage tutoring, are strategies that could support the desired level of growth.

District Goal 3 (Numeracy):

- **Enhance math supports.** To achieve the District's goal of a 40 or more DFS increase on SBA Math by 2026, math growth must average at least 10 points per year. During the 2017-2019

SBAC administrations, average growth was about 5 points per year (5.3 for grades 3-5 and 4.6 for students in grades 6-8). Thus, **the 2026 math target requires doubling historical SBA math growth** which likely would require a **dramatic increase in efforts** to improve mathematics instruction and achievement.

- **Devote an upcoming meeting of the Curriculum and Instruction Committee or the Committee of the Whole to discuss current and planned math initiatives** and clarify the strategic path forward.¹ The Board should seek an understanding of everything the District plans to do to raise mathematics achievement and ensure these efforts have adequate resources.

District Goal 4 (Social-Emotional/Wellness):

- **All four sub-domains of social-emotional/wellness decreased during the pandemic** for all grade spans, which suggests **the Board’s decision to focus on social-emotional/wellness as one of its four Powerful Goals responds to a critical need.**
- **Monitor inputs, not necessarily outcome targets, in the short-term.** To achieve an 8-percent-age point increase in each subdomain of social-emotional learning by 2026, growth must average at least 2 percentage points per year. Goal #4 envisions seeing this growth in the School Experience Survey (SES). However, we cannot say if a 2-point increase is feasible or even a good indicator of success based on historical trends in the SES data (see Tables 4a-4d). It is difficult to discern if an increase in ratings on the SES reflects improvements in students’ social-emotional learning since respondents change from year to year and response rates vary by year and subgroup.
- **Check-in with the team developing portfolio rubric to ascertain progress and determine if the appropriate resources are available.** As part of Goal #4, the Board stated its intention to transition to a portfolio rubric in the coming school year. **The Board should know developing and using such a tool is a major undertaking.** Scores must be calibrated at regular intervals to ensure they are consistent across classrooms and times.² To reliably assess progress on this outcome for all subgroups and locations, portfolio scoring needs to be standardized and scores need to be collected districtwide.
- **Monitor intermediary goals.** We recommend that while working to identify robust, reliable measures of progress, the District focus on initiatives that are aligned with the theory of action for ensuring social-emotional learning and wellness. Toward this end, the Board could **use an upcoming committee meeting to identify inputs that can be monitored and achieved such as student access to psychiatric social workers or participation in wellness programs.**

¹ Research support exists for strategies such as screening all students to identify those at risk for potential mathematics difficulties, providing visual representations of mathematical ideals, and providing explicit and systematic math instruction (see <https://ies.ed.gov/ncee/wwc/practiceguide/2>).

² Rhode Island Department of Education. (n.d.). *Calibration Protocol for Scoring Student Work*. <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Online-Modules/Calibration Protocol for Scoring Student Work.pdf>

District's Powerful Goals: Historical Outcomes and Future Annual Targets³

District Goal 1 (Postsecondary):

Table 1. Graduate Cohort A-G Completion Rate (UC/CSU-Eligible), Historical Scores and Future Targets

| STUDENT GROUP | Historical | | | | | Future Targets | | | |
|----------------------------|------------|------|------|------|------------|----------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Overall | 48 | 47 | 38 | 48 | 50 | 55 | 60 | 65 | 70% |
| Students with Disabilities | 21 | 22 | 16 | 22 | 24 | 30 | 37 | 43 | 49% |
| English Learners | 21 | 25 | 13 | 26 | 27 | 33 | 39 | 46 | 52% |
| Low Income | 47 | 46 | 36 | 47 | 49 | 55 | 61 | 68 | 74% |
| Foster | 17 | 21 | 16 | 17 | 24* | 30 | 36 | 43 | 49% |
| Latino/a/x | 46 | 45 | 36 | 45 | 48 | 54 | 60 | 67 | 73% |
| Black | 37 | 37 | 28 | 40 | 46* | 52 | 58 | 65 | 71% |

Source: CDE A-G Completion Data (extracted 12/15/2022)

*Data for these student subgroups were suppressed for at least one of the grade-9-12 affiliated charter schools ($n = 6$). The data suppression does not significantly affect the subgroup average, given that all non-charter schools ($n = 171$) are included in the average.

District Goal 2 (Literacy):

Table 2. Grade 3 Distance from Standard for ELA SBAC, Historical Scores and Future Targets

| STUDENT GROUP | Historical | | | | Future Targets | | | |
|----------------------------|------------|------|------|-------------|----------------|------|------|------|
| | 2017 | 2018 | 2019 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Overall | -32 | -21 | -19 | -33 | -25 | -18 | -10 | -3 |
| Students with Disabilities | -108 | -97 | -92 | -103 | -93 | -83 | -73 | -63 |
| English Learners | -103 | -99 | -97 | -106 | -96 | -86 | -76 | -66 |
| Low Income | -46 | -36 | -34 | -51 | -41 | -31 | -21 | -11 |
| Foster | -74 | -71 | -65 | -78 | -68 | -58 | -48 | -38 |
| Latino/a/x | -45 | -34 | -31 | -50 | -40 | -30 | -20 | -10 |
| Black | -56 | -49 | -49 | -61 | -51 | -41 | -31 | -21 |

Source: CAASPP Research Files (extracted 11/15/2022)

³ Projected targets are provided for the goals. Following the Superintendent's Report in October 2022, we project equal growth across the following four school years.

District Goal 3 (Numeracy):

Table 3. Math SBAC Distance from Standard, Historical Scores and Future Targets

Grade 3-5

| STUDENT GROUP | Historical | | | | Future Targets | | | |
|----------------------------|------------|------|------|-------------|----------------|------|------|------|
| | 2017 | 2018 | 2019 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Overall | -41 | -35 | -30 | -45 | -35 | -25 | -15 | -5 |
| Students with Disabilities | -118 | -115 | -110 | -113 | -100 | -88 | -75 | -63 |
| English Learners | -106 | -104 | -97 | -111 | -99 | -86 | -74 | -61 |
| Low Income | -54 | -48 | -43 | -61 | -48 | -36 | -23 | -11 |
| Foster | -81 | -80 | -74 | -86 | -73 | -61 | -48 | -36 |
| Latino/a/x | -53 | -48 | -43 | -60 | -48 | -35 | -23 | -10 |
| Black | -72 | -69 | -65 | -79 | -66 | -54 | -41 | -29 |

Grade 6-8

| STUDENT GROUP | Historical | | | | Future Targets | | | |
|----------------------------|------------|------|------|-------------|----------------|------|------|------|
| | 2017 | 2018 | 2019 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Overall | -73 | -69 | -64 | -81 | -71 | -61 | -51 | -41 |
| Students with Disabilities | -184 | -177 | -168 | -174 | -162 | -149 | -137 | -124 |
| English Learners | -194 | -189 | -177 | -188 | -175 | -163 | -150 | -138 |
| Low Income | -88 | -86 | -81 | -97 | -85 | -72 | -60 | -47 |
| Foster | -138 | -142 | -134 | -148 | -136 | -123 | -111 | -98 |
| Latino/a/x | -92 | -87 | -83 | -99 | -86 | -74 | -61 | -49 |
| Black | -110 | -106 | -104 | -121 | -109 | -96 | -84 | -71 |

Source: CAASPP Research Files (extracted 11/15/2022)

District Goal 4 (Social-Emotional/Wellness):

Table 4. Student Self-Reported Ratings on SEL Competencies, Historical Scores and Projected Targets by Grade Span

Growth Mindset

| STUDENT GROUP | SCHOOL LEVEL | Historical | | | | | Future Targets | | | |
|---------------|--------------|------------|------|------|------|-----------|----------------|------|------|------|
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Overall | Elementary | 66 | 84 | 83 | 78 | 76 | 78 | 80 | 82 | 84% |
| Overall | Middle | 63 | 76 | 76 | 76 | 69 | 71 | 73 | 75 | 77% |
| Overall | High | 62 | 71 | 71 | 72 | 68 | 70 | 72 | 74 | 76% |

Self-Efficacy

| STUDENT GROUP | SCHOOL LEVEL | Historical | | | | | Future Targets | | | |
|---------------|--------------|------------|------|------|------|-----------|----------------|------|------|------|
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Overall | Elementary | 66 | 75 | 74 | 66 | 64 | 66 | 68 | 70 | 72% |
| Overall | Middle | 52 | 64 | 63 | 61 | 55 | 57 | 59 | 61 | 63% |
| Overall | High | 42 | 57 | 57 | 55 | 52 | 54 | 56 | 58 | 60% |

Self-Management

| STUDENT GROUP | SCHOOL LEVEL | Historical | | | | | Future Targets | | | |
|---------------|--------------|------------|------|------|------|-----------|----------------|------|------|------|
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Overall | Elementary | 70 | 74 | 73 | 73 | 70 | 72 | 74 | 76 | 78% |
| Overall | Middle | 68 | 71 | 71 | 72 | 68 | 70 | 72 | 74 | 76% |
| Overall | High | 71 | 71 | 71 | 70 | 69 | 71 | 73 | 75 | 77% |

Social Awareness

| STUDENT GROUP | SCHOOL LEVEL | Historical | | | | | Future Targets | | | |
|---------------|--------------|------------|------|------|------|-----------|----------------|------|------|------|
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Overall | Elementary | 70 | 73 | 72 | 69 | 68 | 70 | 72 | 74 | 76% |
| Overall | Middle | 58 | 66 | 66 | 66 | 63 | 65 | 67 | 69 | 71% |
| Overall | High | 53 | 67 | 67 | 66 | 64 | 66 | 68 | 70 | 72% |

Source: LAUSD Strategic Plan 2022-2026