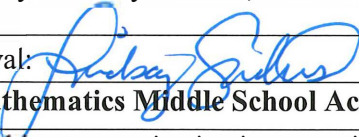


**FRESNO UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC Number: EA - 2**

From the Office of the Superintendent	Date: March 22, 2019
To the Members of the Board of Education	
Prepared by: Lindsay Sanders, Chief of Equity & Access, Kim Mecum, Chief Academic Officer	Phone Number: 457-3471, 457-3731
Data Reviewed by: Lindsay Sanders, Chief of Equity & Access	Phone Number: 457-3471
Cabinet Approval: 	
Regarding: <b>Mathematics Middle School Acceleration Analysis</b>	
<p>The purpose of this communication is to provide the Board information regarding the middle school math course sequence for Fresno Unified students as well as an overview of student performance data for both Fresno Unified and San Francisco Unified. San Francisco Unified has been highlighted recently for its secondary math course sequence, which prompted a request to analyze their student performance data.</p> <p>Prior to the 2015/16 school year, the majority of Fresno Unified students in middle school took 7<sup>th</sup> grade math (pre-algebra) and Algebra 1 in 8<sup>th</sup> grade. The course sequence changed based on the new standards and recommendations of the math framework. The current district middle school math course sequence for the majority of students is Math 7 for 7<sup>th</sup> grade and Math 8 for 8<sup>th</sup> grade. These courses offer grade level math content to ensure a strong math foundation. For a small percentage of students, an accelerated course sequence is appropriate. Students in the accelerated course sequence take 7<sup>th</sup> grade Accelerated Math, then, if successful, take Middle School Algebra in 8<sup>th</sup> grade. Approximately 23% of 7<sup>th</sup> grade students and 18% of 8<sup>th</sup> grade students are in the accelerated sequence, completing Algebra 1 in 8<sup>th</sup> grade. For 82% of students, Algebra I is taken in 9<sup>th</sup> grade and is considered the grade level course for that grade. Students are placed in the courses based on a combination of multiple criteria, including test scores, successful completion of the previous course, and grades.</p> <p>San Francisco Unified School District adopted a policy which delays Algebra I until 9<sup>th</sup> grade for all students, followed by Geometry, and then Algebra 2. Students wishing to accelerate may choose to take a compression course that combines Algebra 2 and Precalculus in 11<sup>th</sup> grade; choose to take two math courses during 9<sup>th</sup> or 10<sup>th</sup> grade; or take a summer geometry course between 9<sup>th</sup> and 10<sup>th</sup> grades. Fresno Unified students wishing to accelerate in high school may choose to take a compression course that combines Algebra 2 and Precalculus in the 10<sup>th</sup> grade or 11<sup>th</sup> grade so that they may have access to other advanced math courses their junior and/or senior years. Fresno Unified students do not have to take summer math courses or double up on math courses during high school in order to accelerate, allowing their schedules to be less impacted.</p> <p>When completing an analysis of data for both Fresno Unified and San Francisco Unified, the overall outcome on SBAC results does not show significant proficiency changes as a result of either sequence (see attached). Historically, San Francisco Unified has overall significantly higher performance on the SBAC in mathematics, and the proficiency change has been incremental since they have implemented the Algebra 1 policy. Slide 9 of the data set shows the 2017/18 SBAC results for 11<sup>th</sup> grade students who were the first cohort of students that were part of the Algebra 1</p>	

**FRESNO UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

policy in San Francisco Unified. The overall change for 11<sup>th</sup> grade performance from 2014/15 to 2017/18 is 0%.

Fresno Unified's proficiency is also represented in slide 9, and the overall change for 11<sup>th</sup> grade performance from 2014/15 to 2017/18 is 0%.

Increasing math achievement for students in Fresno Unified continues to be the focus of improvement efforts with coaching, professional learning, additional resources, and external expertise partners. Changing the course sequence is not part of these planned efforts, as the district comparison data does not show significant proficiency changes when following a course sequence different than our current one.

If you have questions or require additional information, please contact Lindsay Sanders at 457-3471 or Kim Mecum at 457-3731 .

**Approved by Superintendent:**

Robert G. Nelson, Ed.D. \_\_\_\_\_



Date: 3/22/19



# ACCELERATED MATH IN MIDDLE SCHOOL

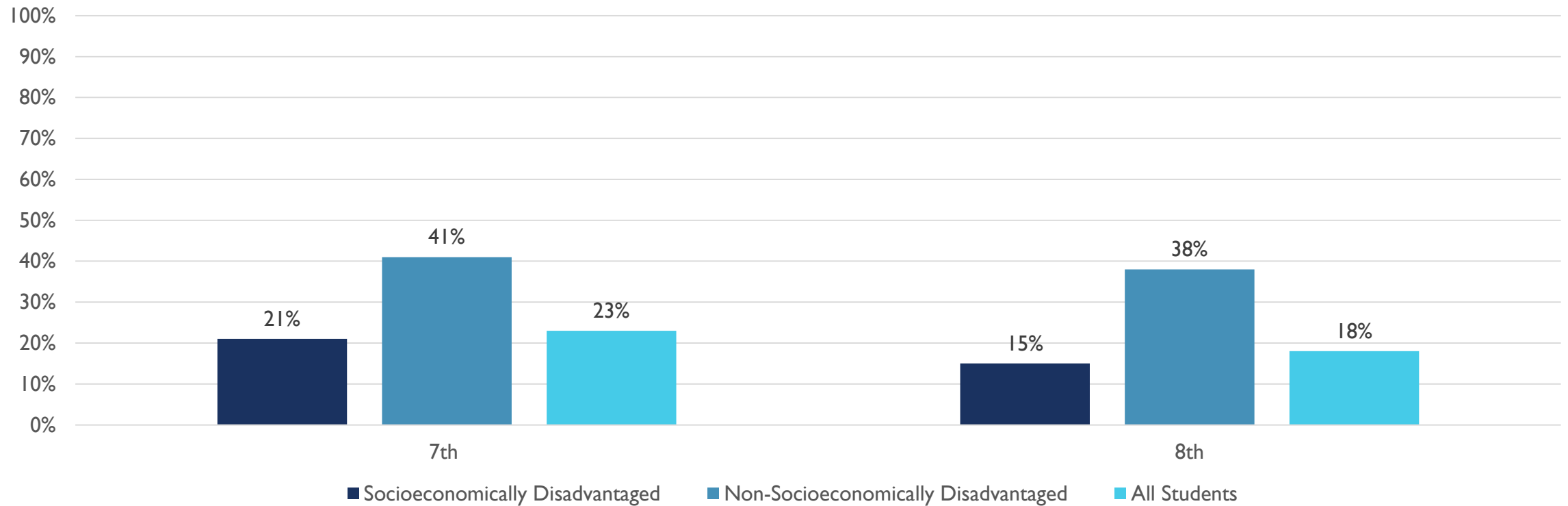
PREPARED BY EQUITY AND ACCESS

MARCH 15, 2019

# NUMBER OF CURRENT STUDENTS WHO ARE ENROLLED IN AN ACCELERATED MATH COURSE: BY SOCIOECONOMIC STATUS, 7<sup>TH</sup> & 8<sup>TH</sup> GRADE

	7 <sup>th</sup> Grade			8 <sup>th</sup> Grade		
	Socioeconomically Disadvantaged	Non-Socioeconomically Disadvantaged	All Students	Socioeconomically Disadvantaged	Non-Socioeconomically Disadvantaged	All Students
Accelerated Math	984	309	1293	660	270	930
Not in Accelerated math	3786	445	4231	3862	434	4296

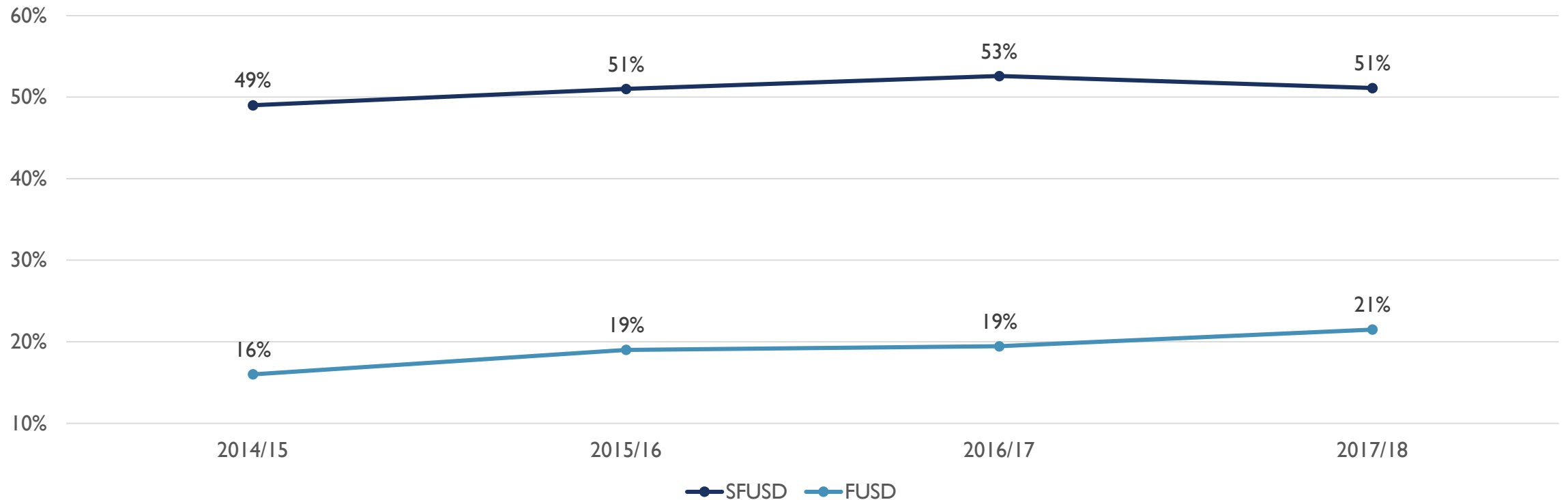
# PERCENT BREAKDOWN OF CURRENT STUDENTS WHO ARE ENROLLED IN AN ACCELERATED MATH COURSE: BY SOCIOECONOMIC STATUS, 7<sup>TH</sup> & 8<sup>TH</sup> GRADE



# PERCENT OF STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: BY SOCIOECONOMIC STATUS, 7<sup>TH</sup> GRADE, 2014/15-2017/18

7 <sup>th</sup> Grade	2014/15			2015/16			2016/17			2017/18		
	SES	Non-SES	All	SES	Non-SES	All	SES	Non-SES	All	SES	Non-SES	All
SFUSD	39%	72%	49%	41%	69%	51%	40%	67%	53%	41%	65%	51%
FUSD	14%	30%	16%	15%	41%	19%	17%	46%	19%	18%	49%	21%

# PERCENT CHANGE OF STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 7<sup>TH</sup> GRADE, 2014/15-2017/18

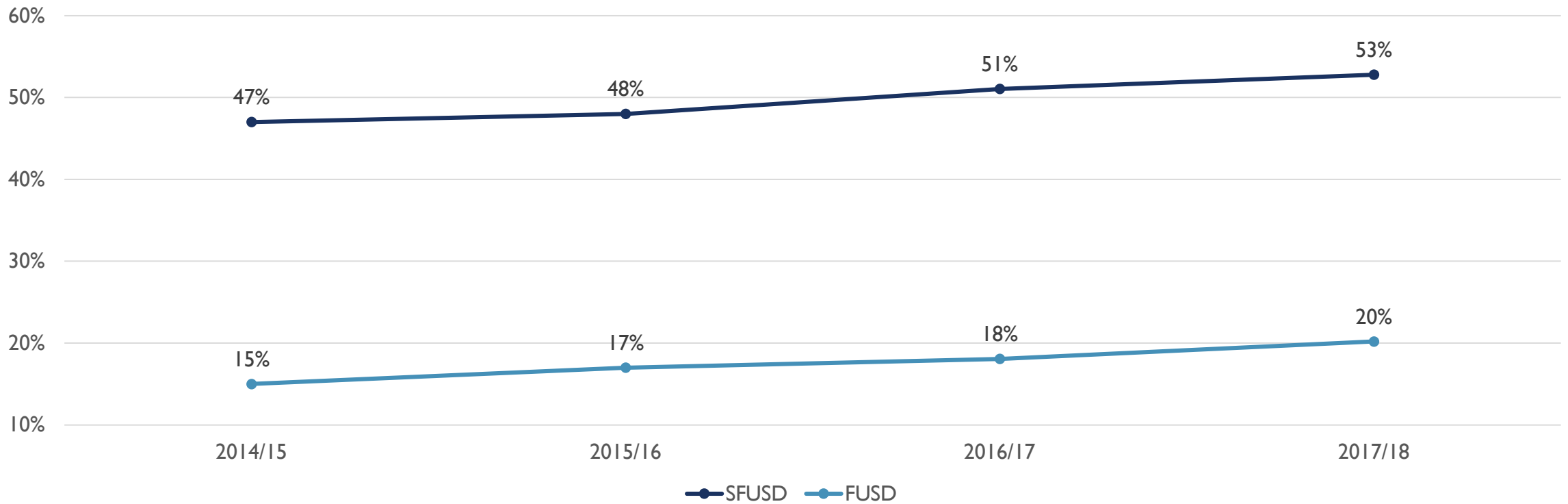


# PERCENT OF STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: BY SOCIOECONOMIC STATUS, 8<sup>TH</sup> GRADE, 2014/15-2017/18

8 <sup>th</sup> Grade	2014/15			2015/16			2016/17			2017/18		
	SED	Non- SED	All	SED	Non- SED	All	SED	Non- SED	All	SED	Non- SED	All
SFUSD	39%	67%	47%	40%	65%	48%	40%	65%	51%	42%	67%	53%
FUSD	13%	31%	15%	14%	33%	17%	15%	41%	18%	18%	43%	20%



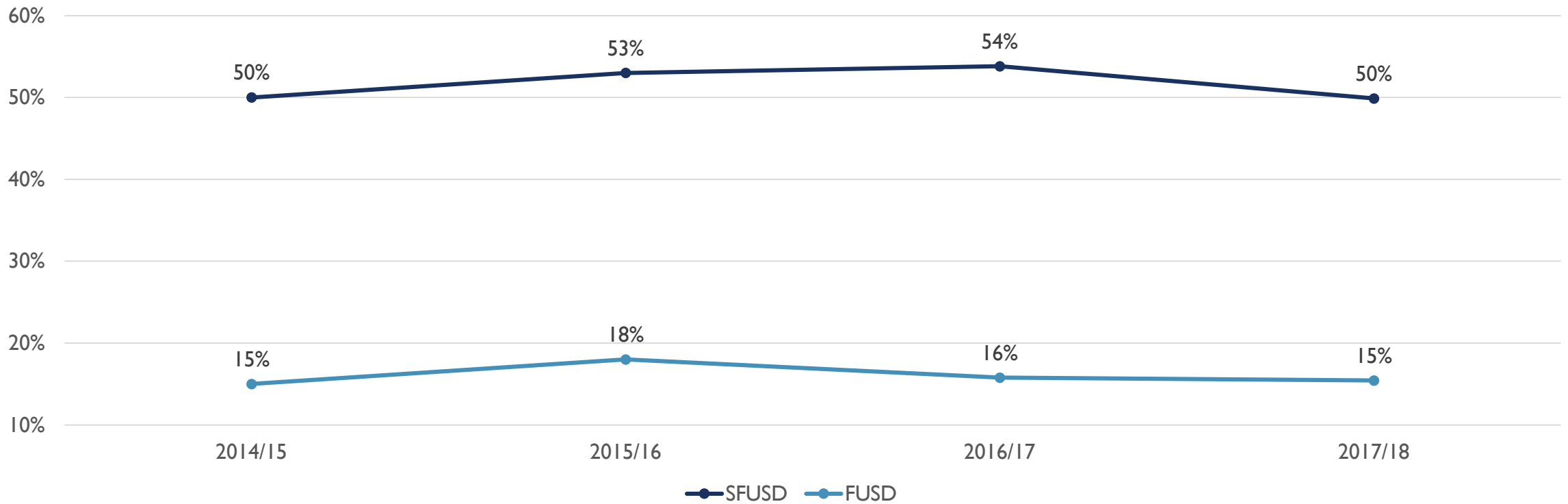
# PERCENT CHANGE OF STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 8<sup>TH</sup> GRADE, 2014/15-2017/18



# PERCENT OF STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: BY SOCIOECONOMIC STATUS, 11<sup>TH</sup> GRADE, 2014/15-2017/18

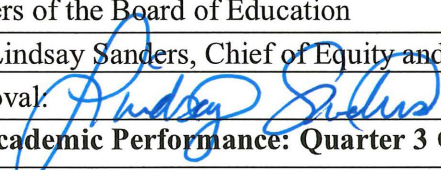

11 <sup>th</sup> Grade	2014/15			2015/16			2016/17			2017/18		
	SES	Non-SES	All	SES	Non-SES	All	SES	Non-SES	All	SES	Non-SES	All
SFUSD	45%	60%	50%	46%	62%	53%	50%	58%	54%	44%	57%	50%
FUSD	13%	21%	15%	15%	28%	18%	13%	28%	16%	12%	32%	15%

# PERCENT CHANGE OF STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 11<sup>TH</sup> GRADE, 2014/15-2017/18



FRESNO UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION

BC Number: EA-1

From the Office of the Superintendent	Date: March 29, 2019
To the Members of the Board of Education	
Prepared by: Lindsay Sanders, Chief of Equity and Access	Phone Number: 457-3471
Cabinet Approval: 	
Regarding: <b>Academic Performance: Quarter 3 Grades Update</b>	
<p>The purpose of this communication is to provide the Board with information regarding Academic metrics for Fresno Unified.</p> <p>The metrics included in this report are:</p> <ul style="list-style-type: none"><li>• Two years of letter grades in Quarter 3</li><li>• Redesignation rates for cycles 1, 2, and 3 of the 2018/19 school year</li></ul> <p>If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.</p>	
<b>Approved by Superintendent:</b> Robert G. Nelson, Ed.D. 	Date: <u>3/29/19</u>



Fresno Unified School District

# ACADEMIC PROGRESS

MARCH 29, 2019

PREPARED BY EQUITY AND ACCESS



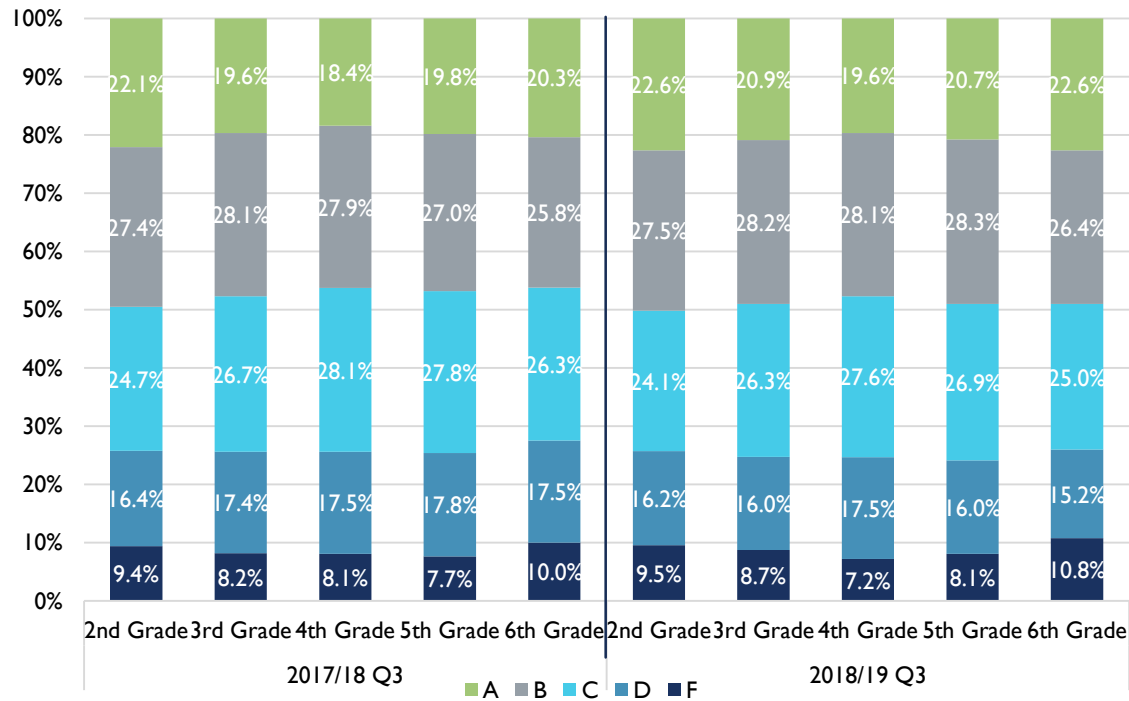


# ACADEMIC PROGRESS – QUARTER 3 LETTER GRADES

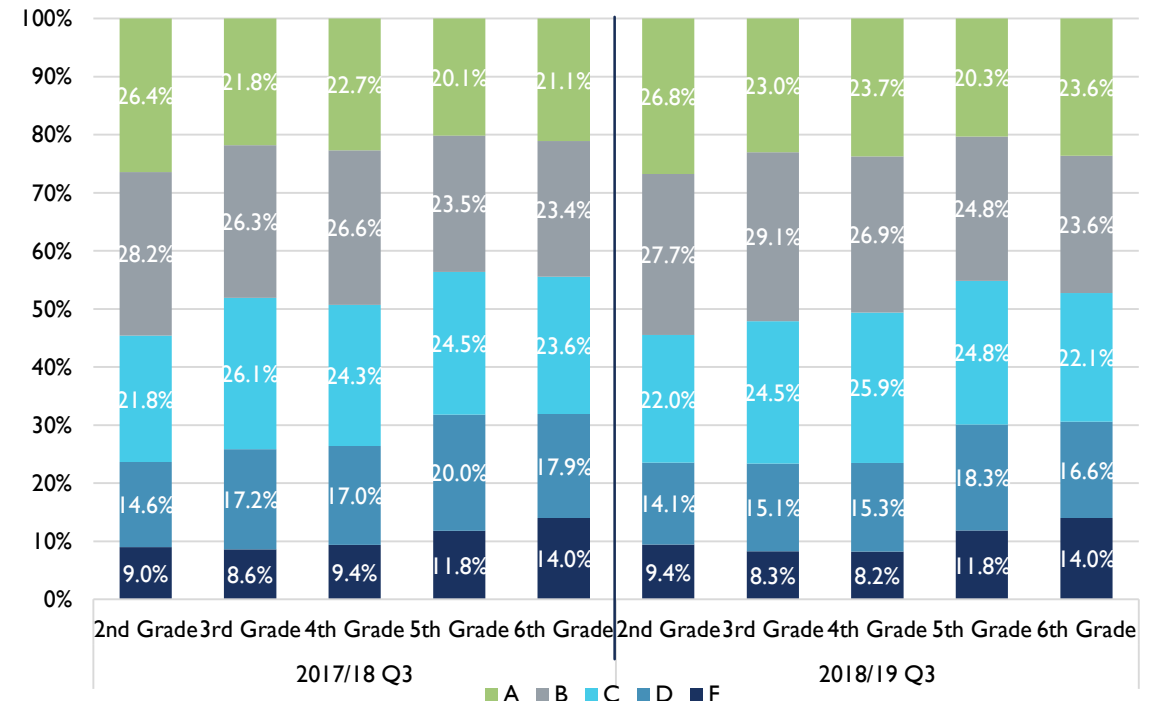


# QUARTER 3 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY GRADE LEVEL: GRADES 2<sup>ND</sup> TO 6<sup>TH</sup>, 2017-18 AND 2018-19

Quarter 3 Grades in ELA Courses 2<sup>nd</sup> to 6<sup>th</sup> Grade

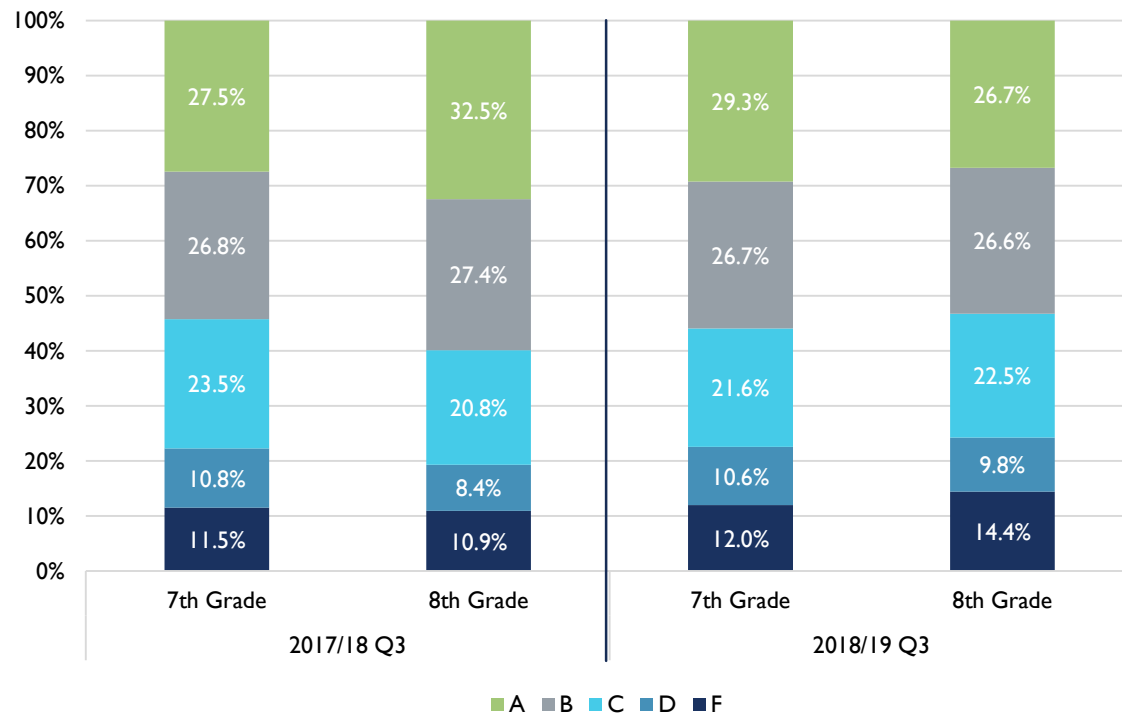


Quarter 3 Grades in Math Courses 2<sup>nd</sup> to 6<sup>th</sup> Grade

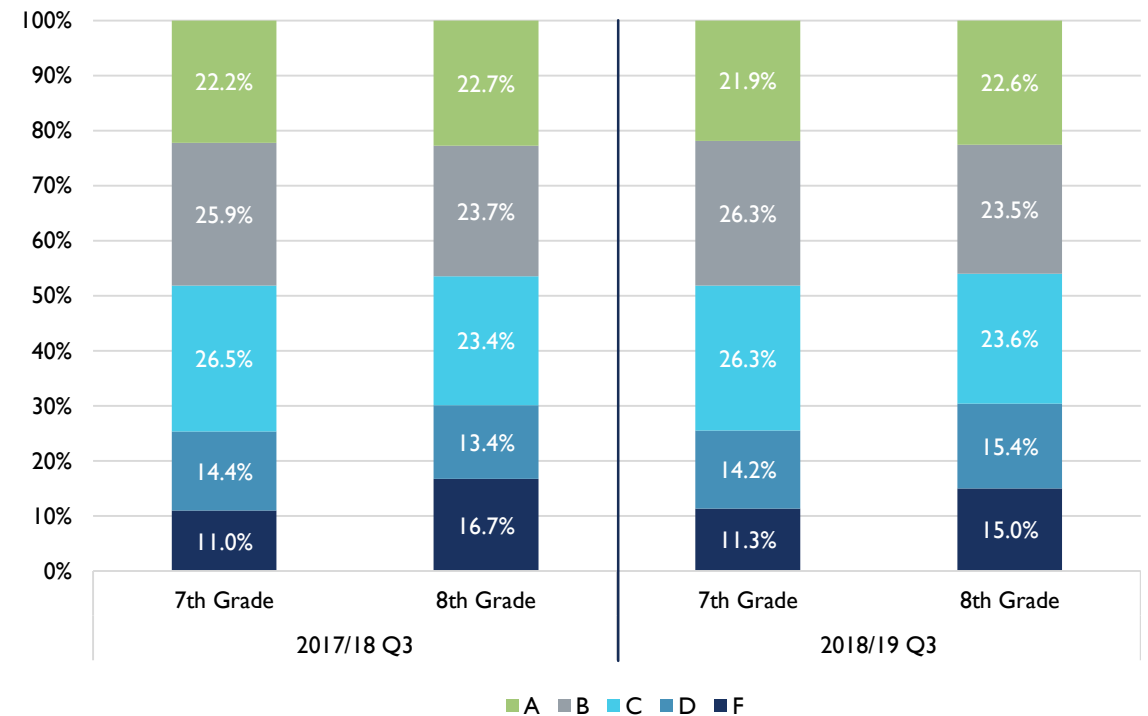


# QUARTER 3 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY GRADE LEVEL: GRADES 7<sup>TH</sup> TO 8<sup>TH</sup>, 2017-18 AND 2018-19

Quarter 3 Grades in ELA Courses 7<sup>th</sup> to 8<sup>th</sup> Grade



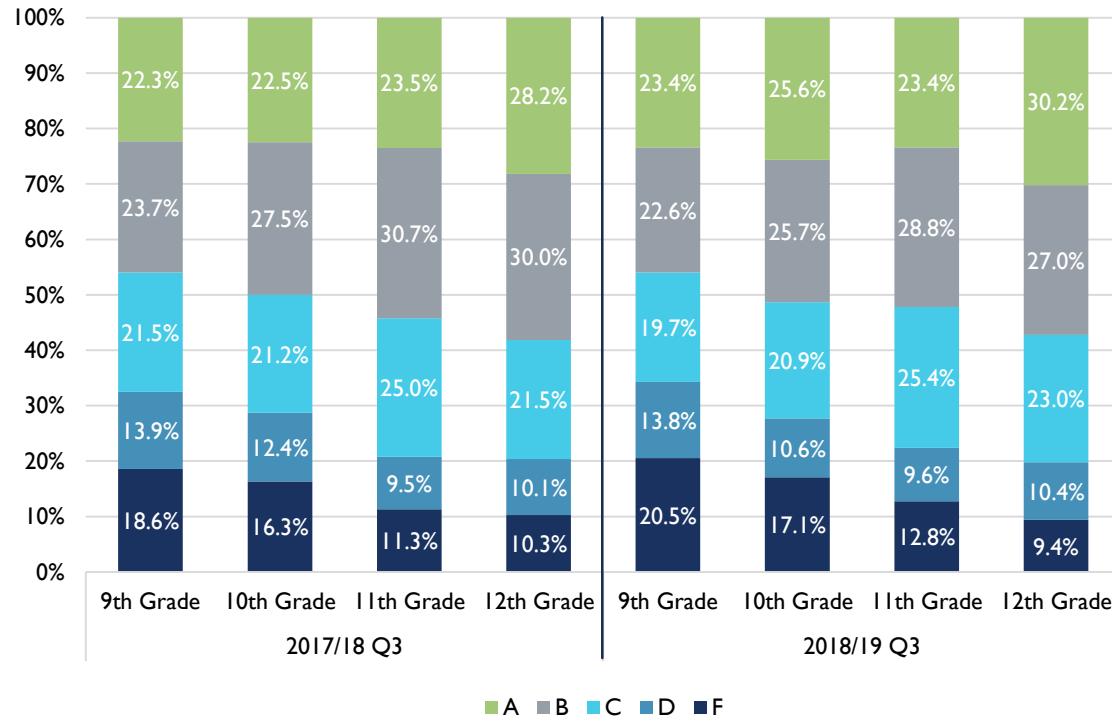
Quarter 3 Grades in Math Courses 7<sup>th</sup> to 8<sup>th</sup> Grade



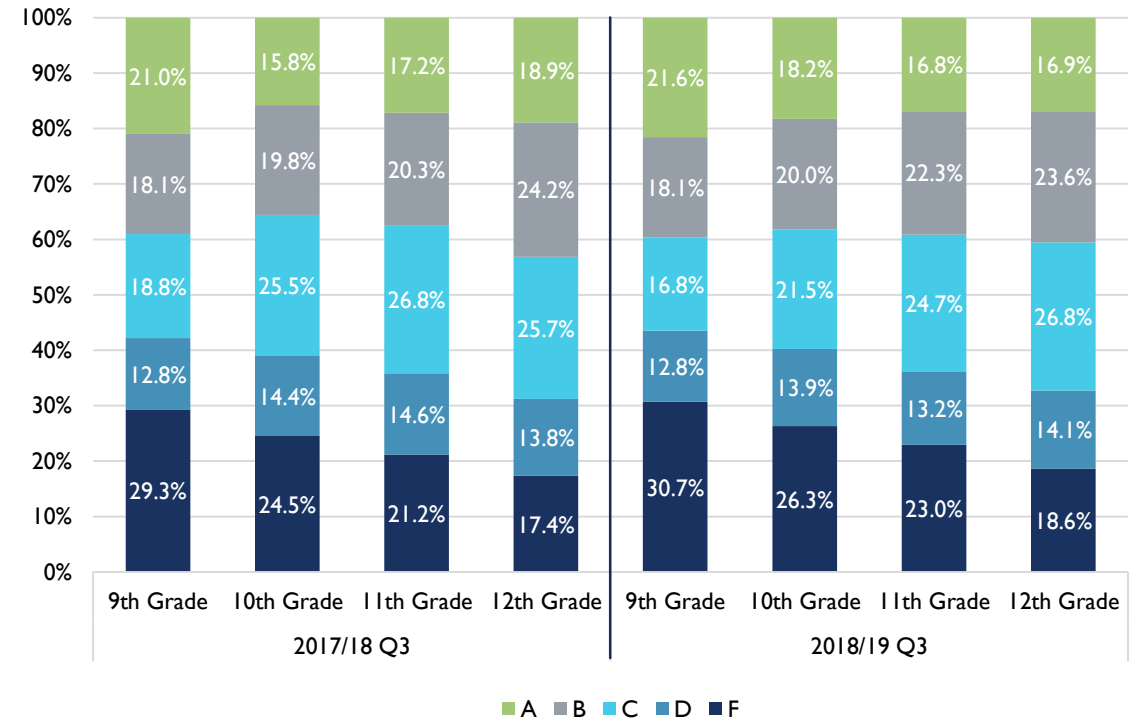


# QUARTER 3 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY GRADE LEVEL: GRADES 9<sup>TH</sup> TO 12<sup>TH</sup>, 2017-18 AND 2018-19

Quarter 3 Grades in ELA Courses 9<sup>th</sup> to 12<sup>th</sup> Grade

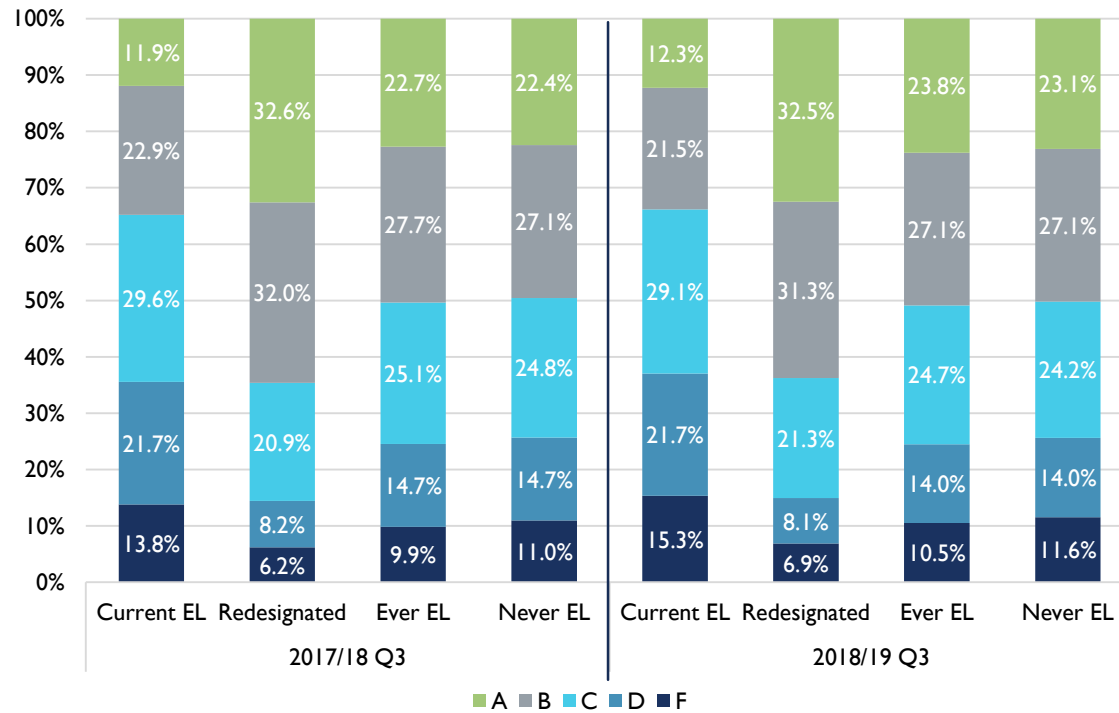


Quarter 3 Grades in Math Courses 9<sup>th</sup> to 12<sup>th</sup> Grade

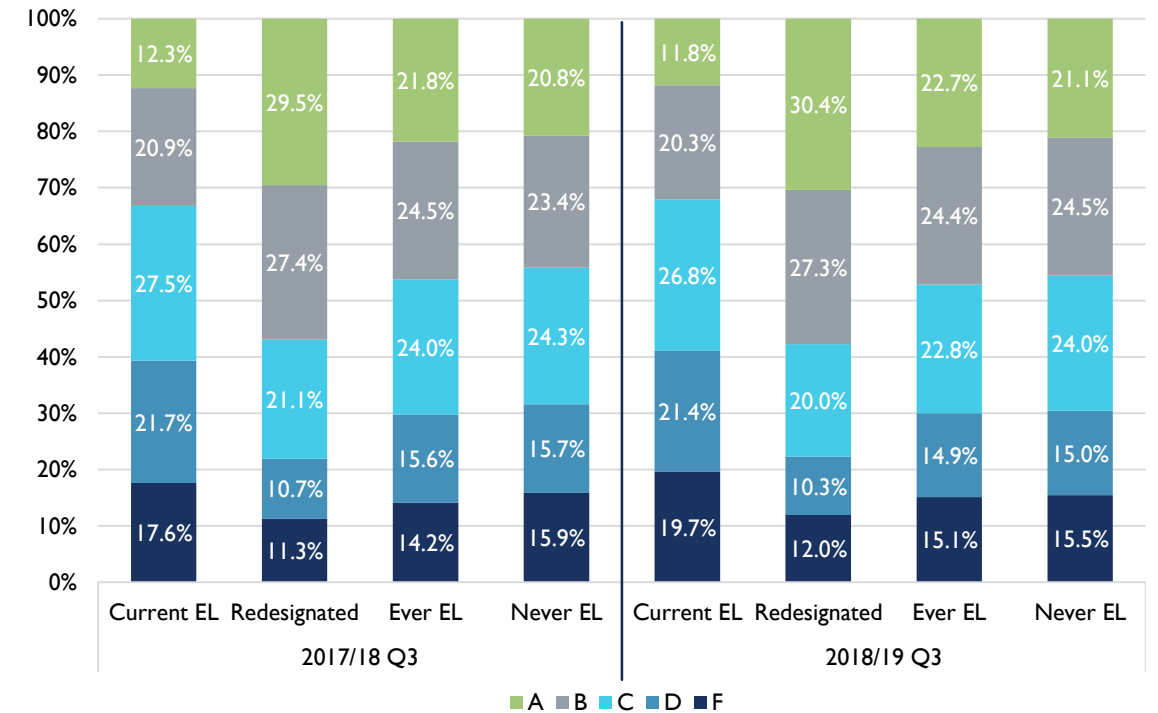


# QUARTER 3 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY ENGLISH LEARNER STATUS, 2017-18 AND 2018-19

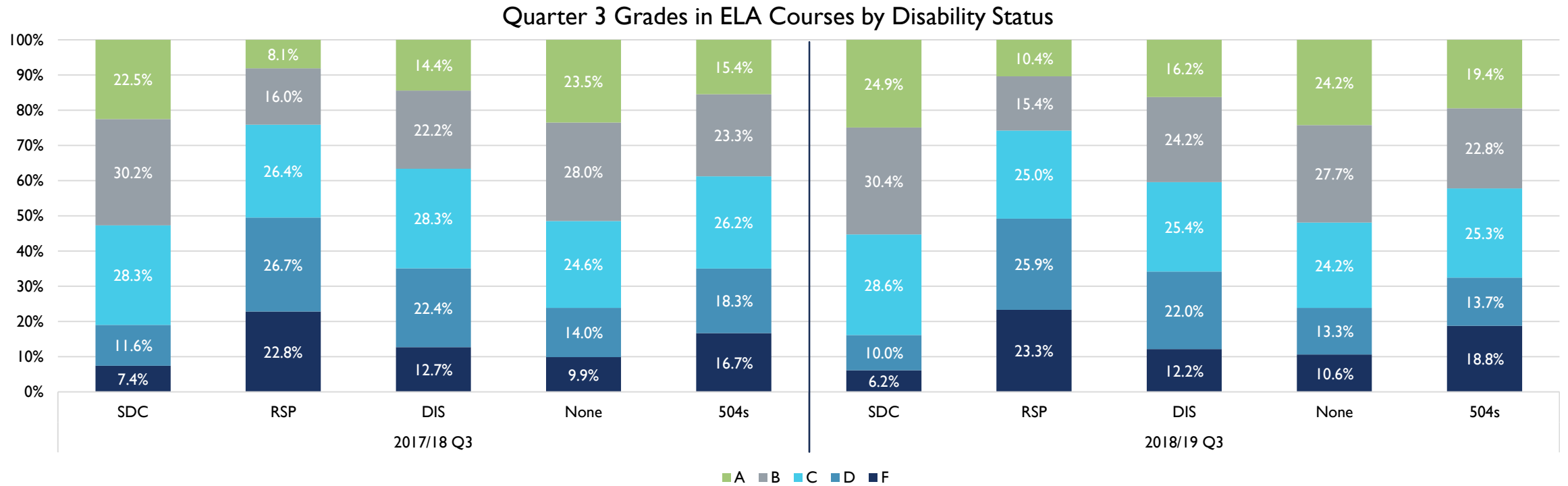
### Quarter 3 Grades in ELA Courses by EL Status



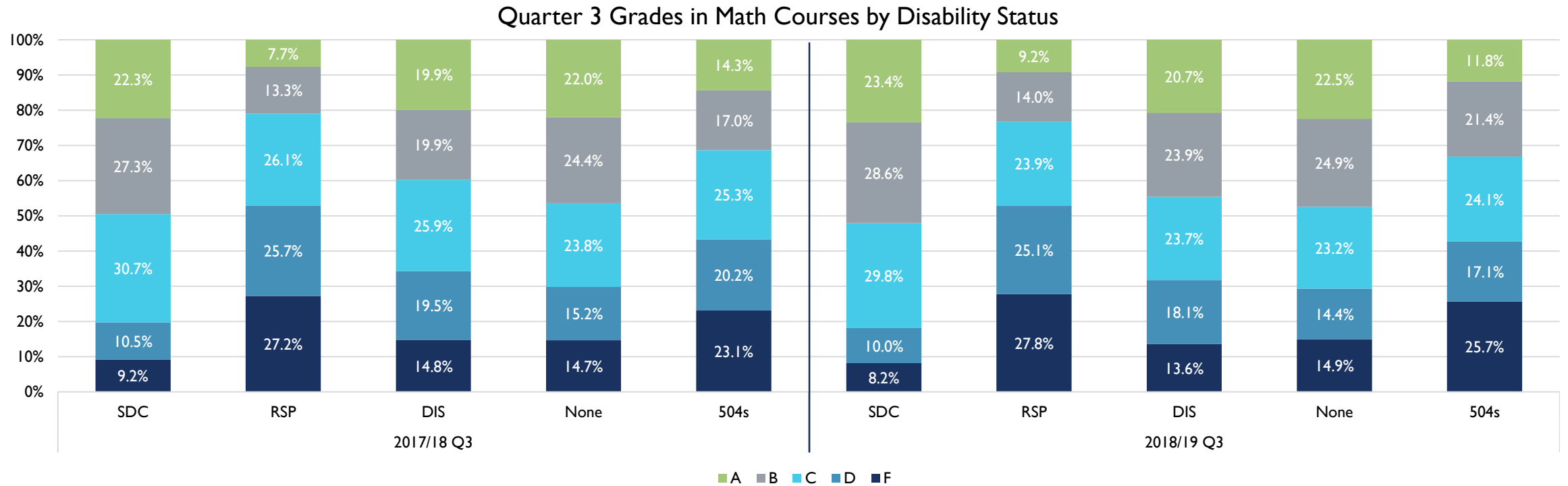
### Quarter 3 Grades in Math Courses by EL Status



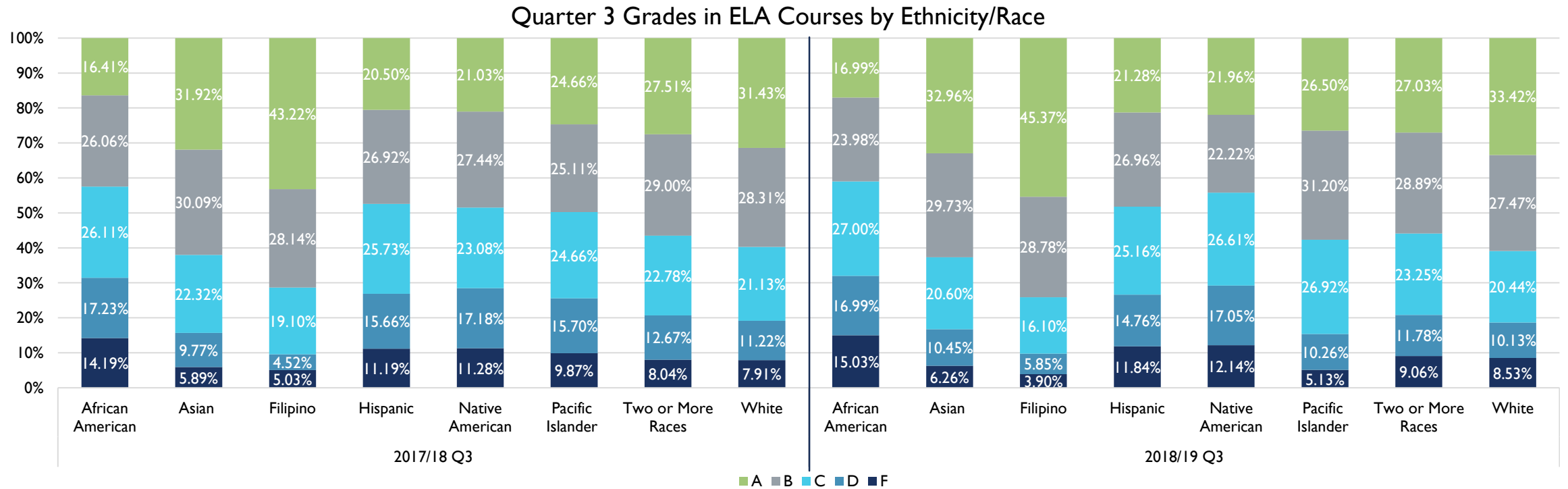
# QUARTER 3 LETTER GRADES IN ELA COURSES: PERCENT BREAKDOWN A–F BY DISABILITY STATUS, 2017-18 AND 2018-19



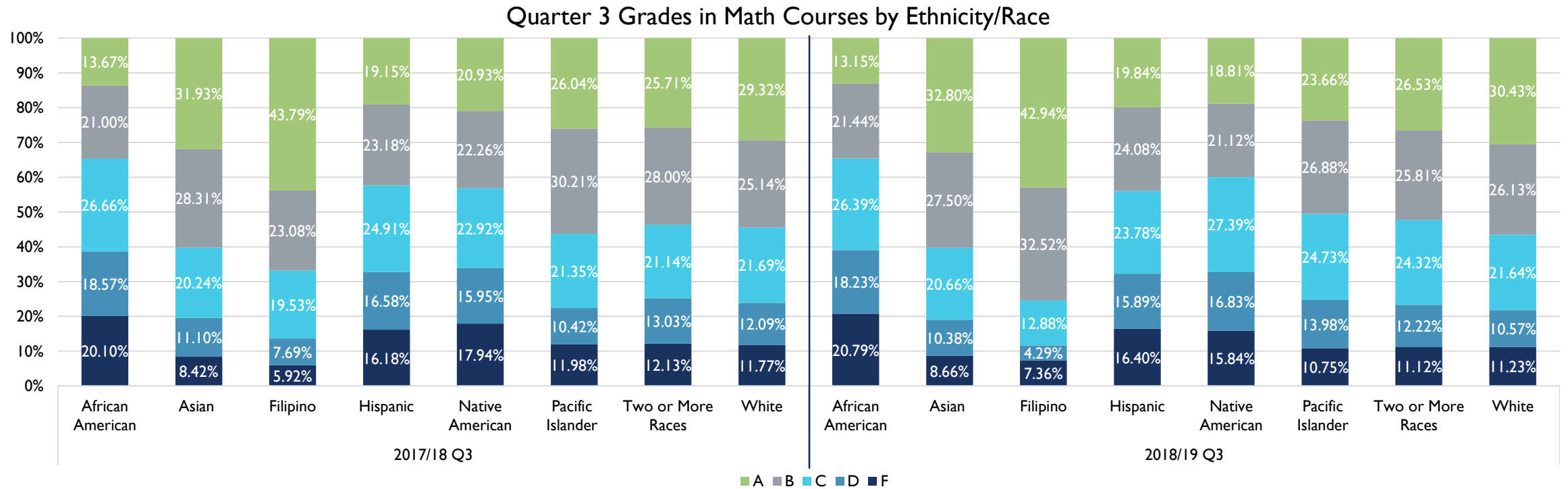
# QUARTER 3 LETTER GRADES IN MATH COURSES: PERCENT BREAKDOWN A–F BY DISABILITY STATUS, 2017-18 AND 2018-19



# QUARTER 3 LETTER GRADES IN ELA COURSES: PERCENT BREAKDOWN A–F BY ETHNICITY/RACE, 2017-18 AND 2018-19

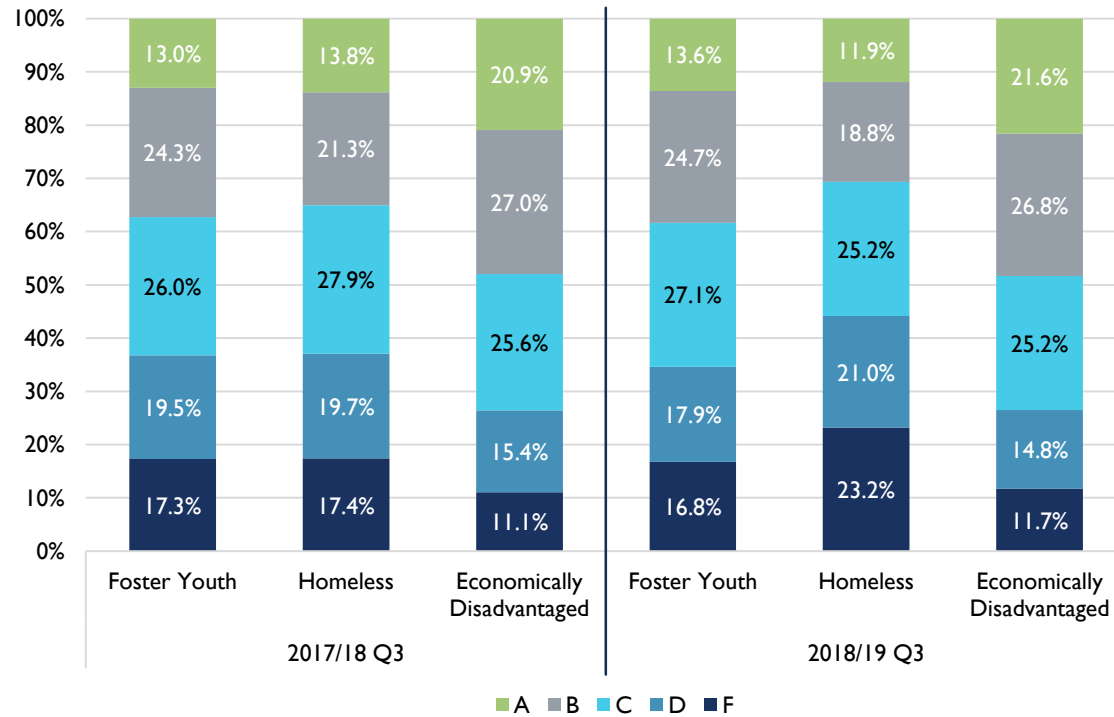


# QUARTER 3 LETTER GRADES IN MATH COURSES: PERCENT BREAKDOWN A–F BY ETHNICITY/RACE, 2017-18 AND 2018-19

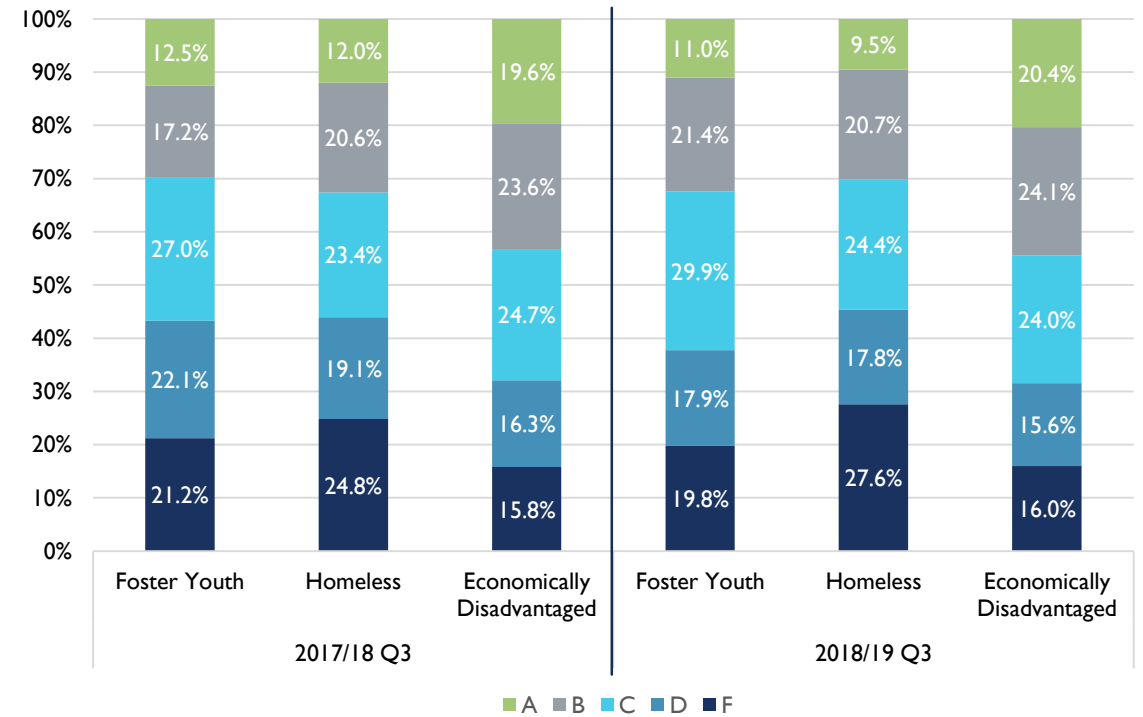


# QUARTER 3 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY STUDENT GROUP, 2017-18 AND 2018-19

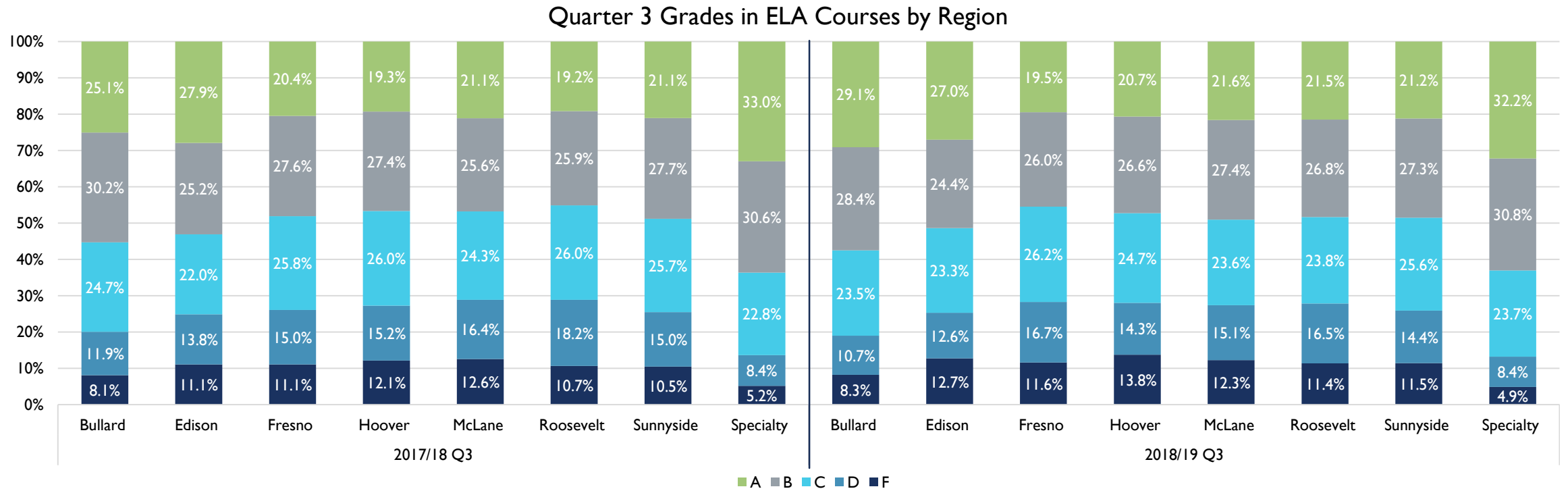
### Quarter 3 Grades in ELA Courses by Student Group



### Quarter 3 Grades in Math Courses by Student Group

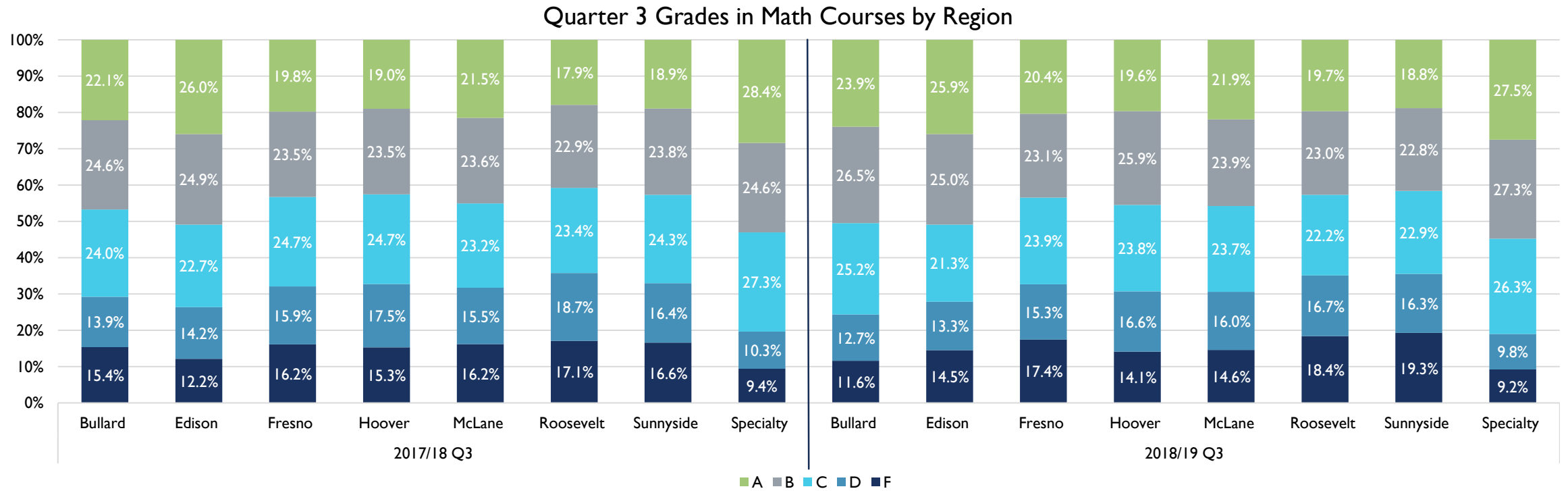


# QUARTER 3 LETTER GRADES IN ELA COURSES: PERCENT BREAKDOWN A–F BY REGION, 2017-18 AND 2018-19

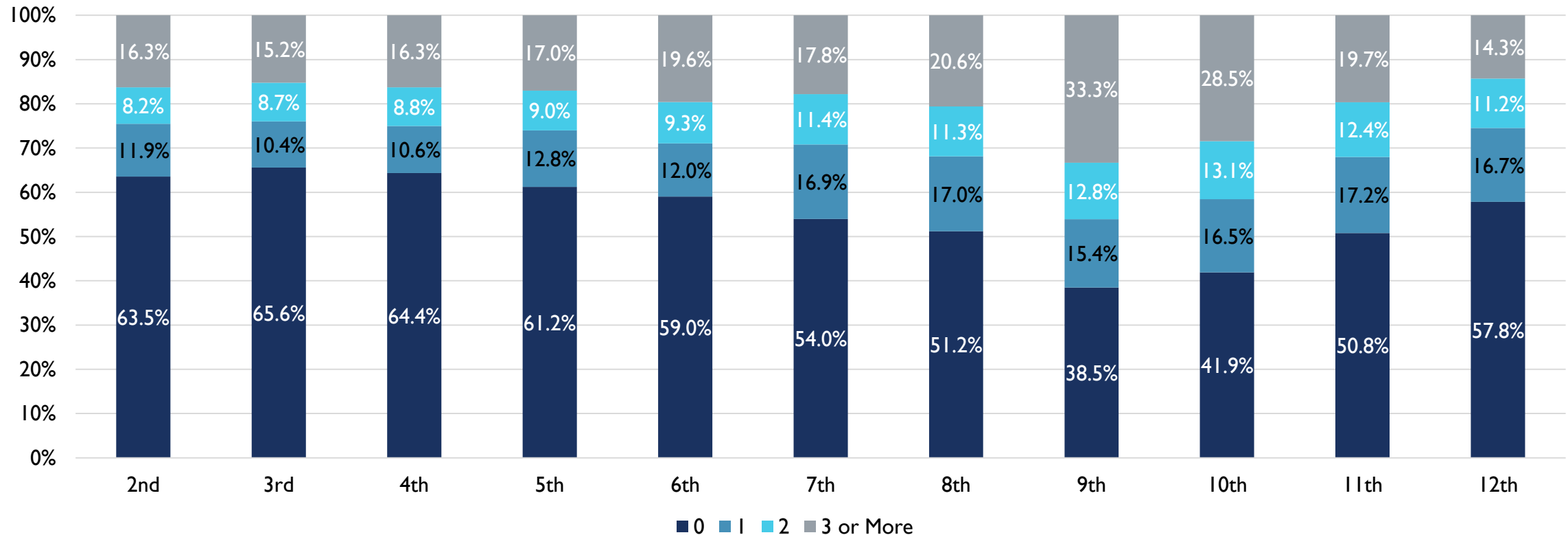




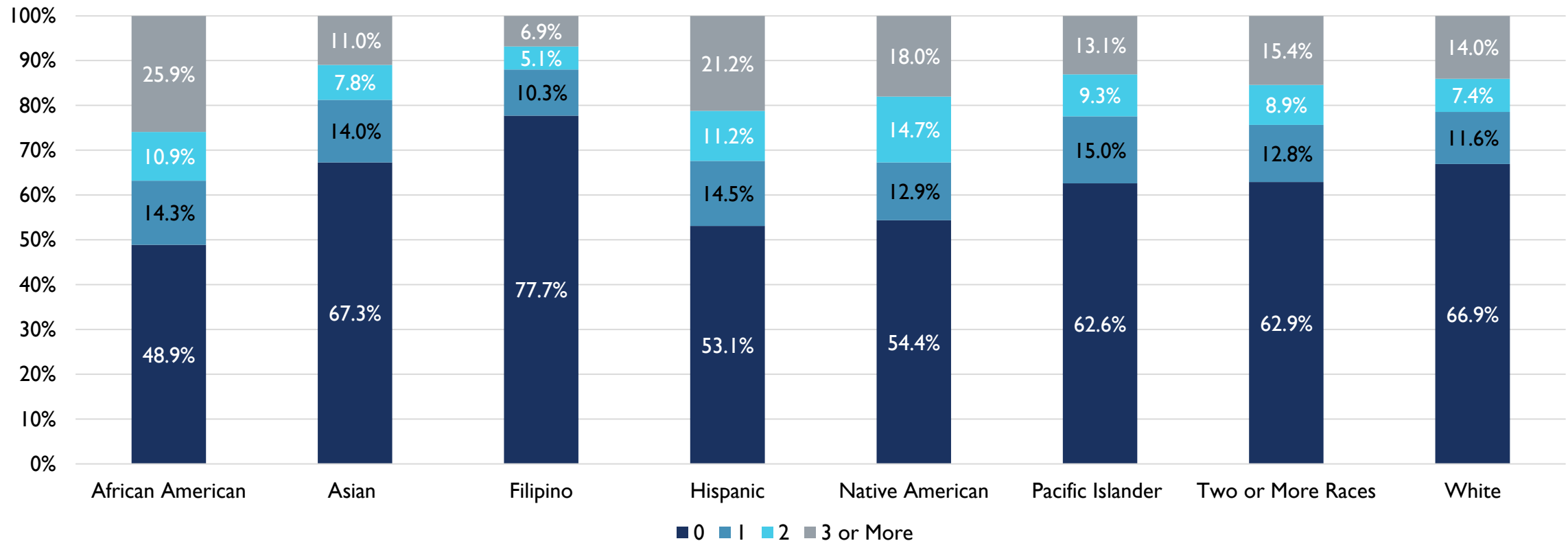
# QUARTER 3 LETTER GRADES IN MATH COURSES: PERCENT BREAKDOWN A–F BY REGION, 2017-18 AND 2018-19



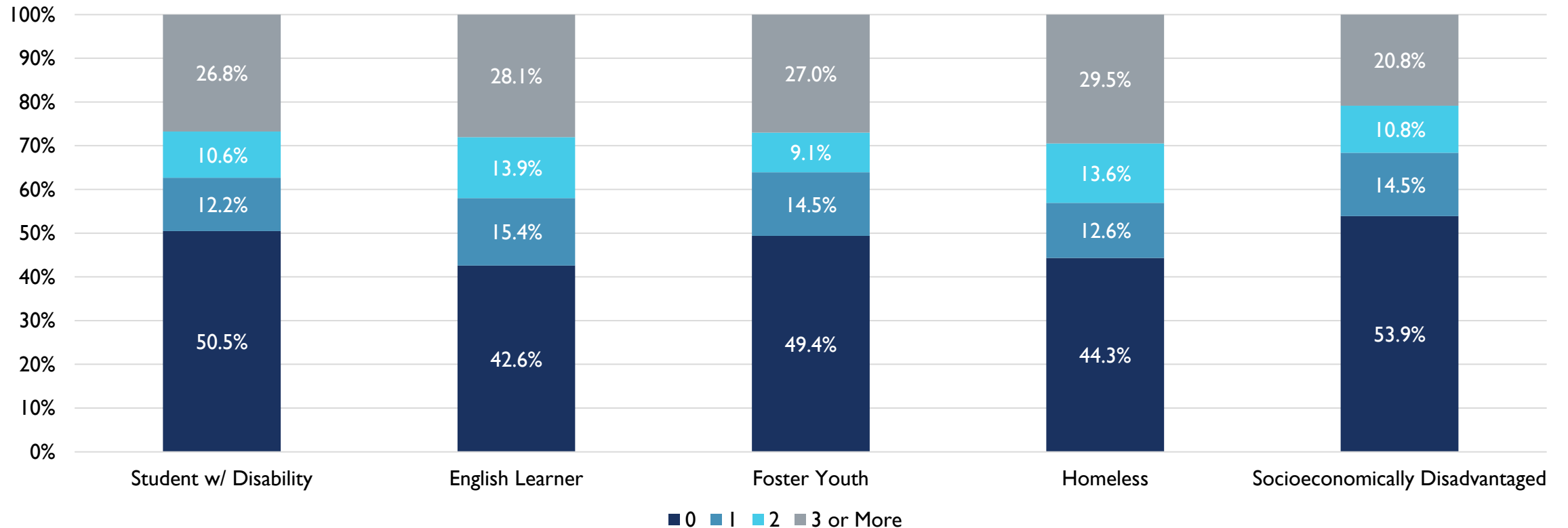
# PERCENT BREAKDOWN OF STUDENTS BASED ON THE NUMBER OF D'S OR F'S IN ANY SUBJECT BY GRADE LEVEL: 2018/19 YTD



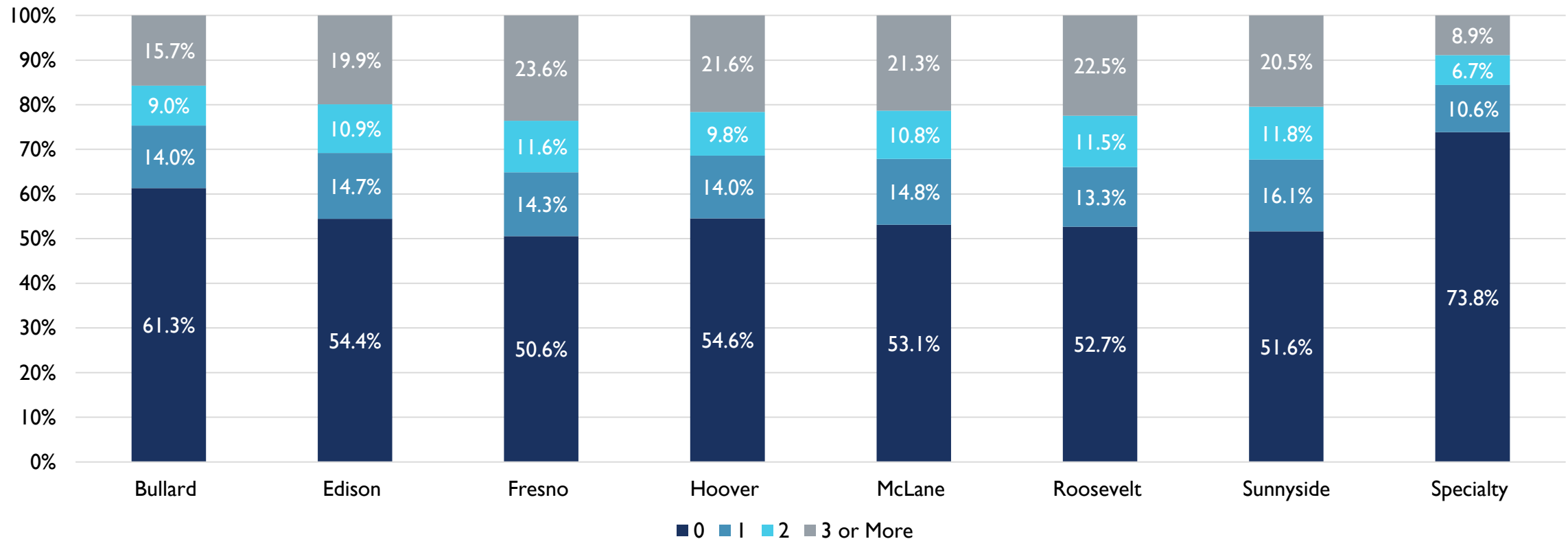
# PERCENT BREAKDOWN OF STUDENTS BASED ON THE NUMBER OF D'S OR F'S IN ANY SUBJECT BY ETHNIC GROUP: 2018/19 YTD



# PERCENT BREAKDOWN OF STUDENTS BASED ON THE NUMBER OF D'S OR F'S IN ANY SUBJECT BY POPULATION GROUP: 2018/19 YTD



# PERCENT BREAKDOWN OF STUDENTS BASED ON THE NUMBER OF D'S OR F'S IN ANY SUBJECT BY REGION: 2018/19 YTD



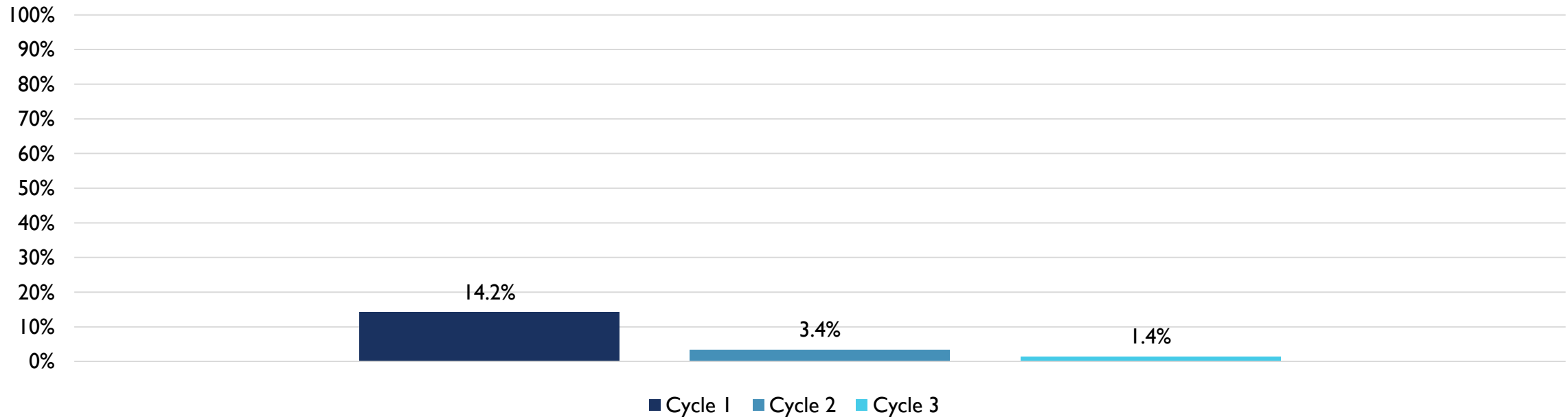


# ACADEMIC PROGRESS - ENGLISH LEARNER REDESIGNATION RATES CYCLE 1, 2 & 3

# ENGLISH LEARNER REDESIGNATION GUIDELINES

- ELPAC score of 4 overall
- ELA Assessment (Passing at least one)
  - BAS 1<sup>st</sup> Grade
  - DRP for 2<sup>nd</sup>- 6<sup>th</sup> Grade
  - District Interim Assessments 1<sup>st</sup> – 12<sup>th</sup> Grade
  - CAASPP 4<sup>th</sup> - 9<sup>th</sup> Grade, 12<sup>th</sup> Grade (Using last year's CAASPP results)
  - PSAT 8<sup>th</sup>-12<sup>th</sup> Grade
- Teacher evaluation
- Parent consultation

# ENGLISH LEARNER REDESIGNATION – PERCENT REDESIGNATED, 2018-19 (CYCLE 1, 2 & 3)



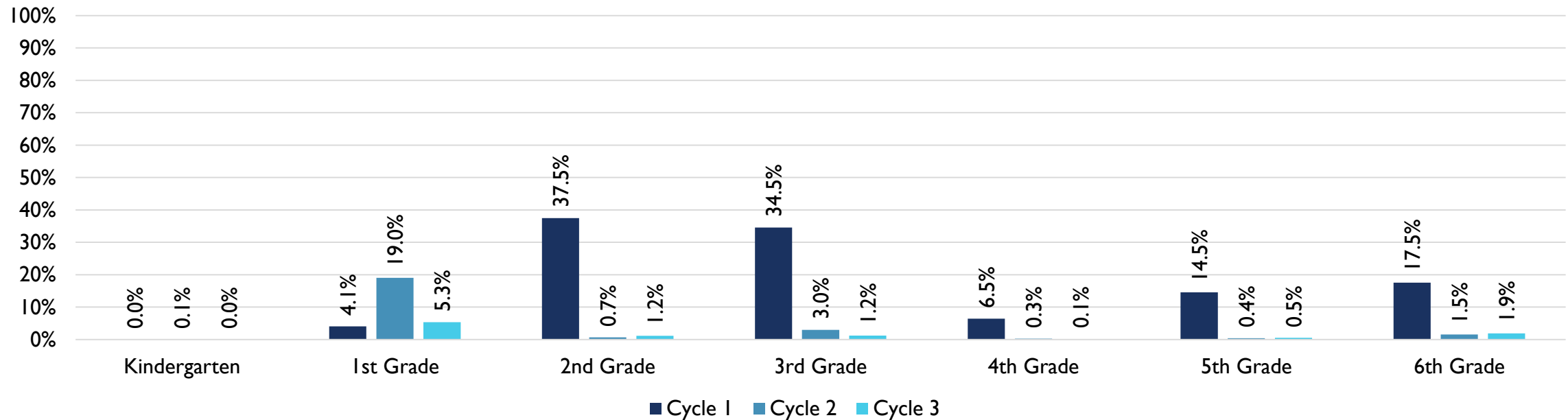
*Cycle 1: This represents the percentage of students who passed the ELPAC and SBAC in 2017/18. This is the first opportunity for redesignation and typically, we see a larger rate due to the larger pool of students who recently passed the ELPAC.*

*Cycle 2: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim I and PSAT) during cycle 2 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

*Cycle 3: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1 or cycle 2. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim I and PSAT) during cycle 3 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*



# ENGLISH LEARNER REDESIGNATION – PERCENT REDESIGNATED, BY GRADE LEVEL: GRADES K TO 6<sup>TH</sup>, 2018-19 (CYCLE 1, 2 & 3)

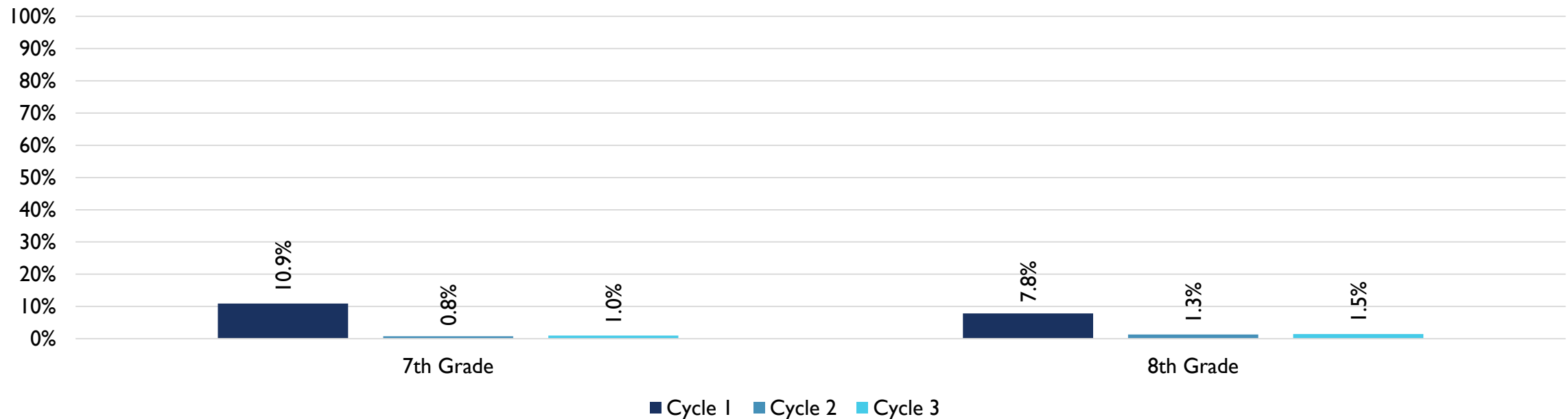


*Cycle 1: This represents the percentage of students who passed the ELPAC and SBAC in 2017/18. This is the first opportunity for redesignation and typically, we see a larger rate due to the larger pool of students who recently passed the ELPAC.*

*Cycle 2: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim 1 and PSAT) during cycle 2 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

*Cycle 3: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1 or cycle 2. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim 1 and PSAT) during cycle 3 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

# ENGLISH LEARNER REDESIGNATION – PERCENT REDESIGNATED, BY GRADE LEVEL: GRADES 7<sup>TH</sup> TO 8<sup>TH</sup>, 2018-19 (CYCLE 1, 2 & 3)

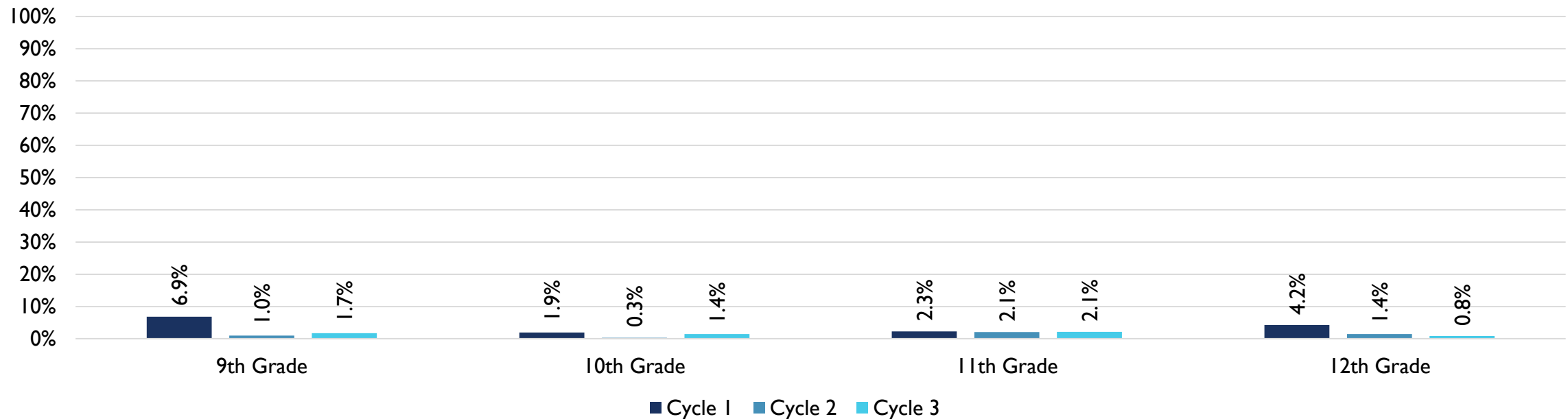


*Cycle 1: This represents the percentage of students who passed the ELPAC and SBAC in 2017/18. This is the first opportunity for redesignation and typically, we see a larger rate due to the larger pool of students who recently passed the ELPAC.*

*Cycle 2: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim I and PSAT) during cycle 2 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

*Cycle 3: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1 or cycle 2. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim I and PSAT) during cycle 3 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

# ENGLISH LEARNER REDESIGNATION – PERCENT REDESIGNATED, BY GRADE LEVEL: GRADES 9<sup>TH</sup> TO 12<sup>TH</sup>, 2018-19 (CYCLE 1, 2 & 3)

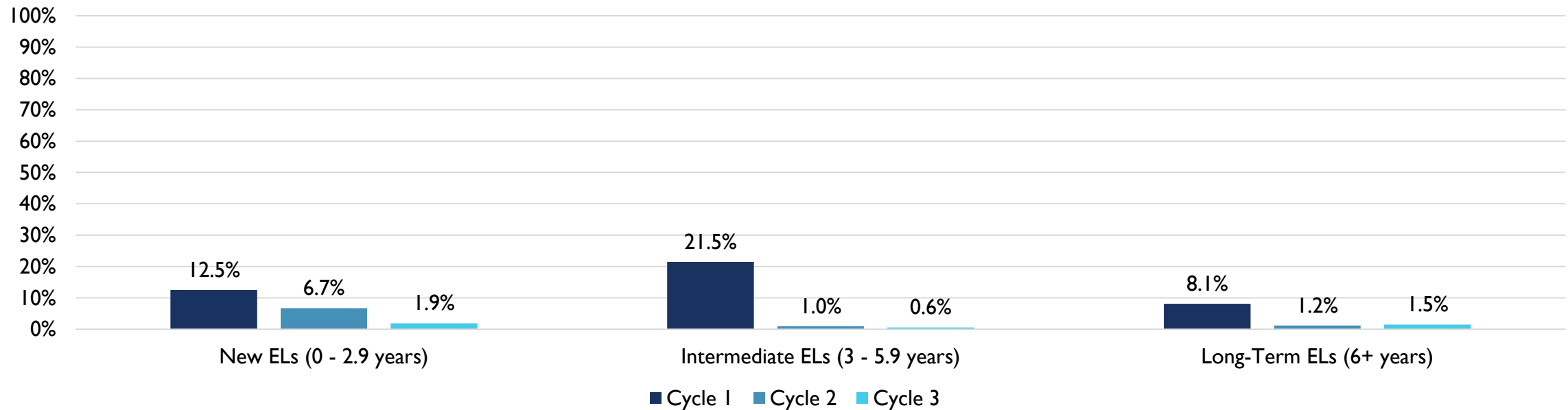


*Cycle 1: This represents the percentage of students who passed the ELPAC and SBAC in 2017/18. This is the first opportunity for redesignation and typically, we see a larger rate due to the larger pool of students who recently passed the ELPAC.*

*Cycle 2: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim 1 and PSAT) during cycle 2 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

*Cycle 3: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1 or cycle 2. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim 1 and PSAT) during cycle 3 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

# ENGLISH LEARNER REDESIGNATION – PERCENT REDESIGNATED, BY LENGTH AS AN ENGLISH LEARNER, 2018-19 (CYCLE 1, 2 & 3)

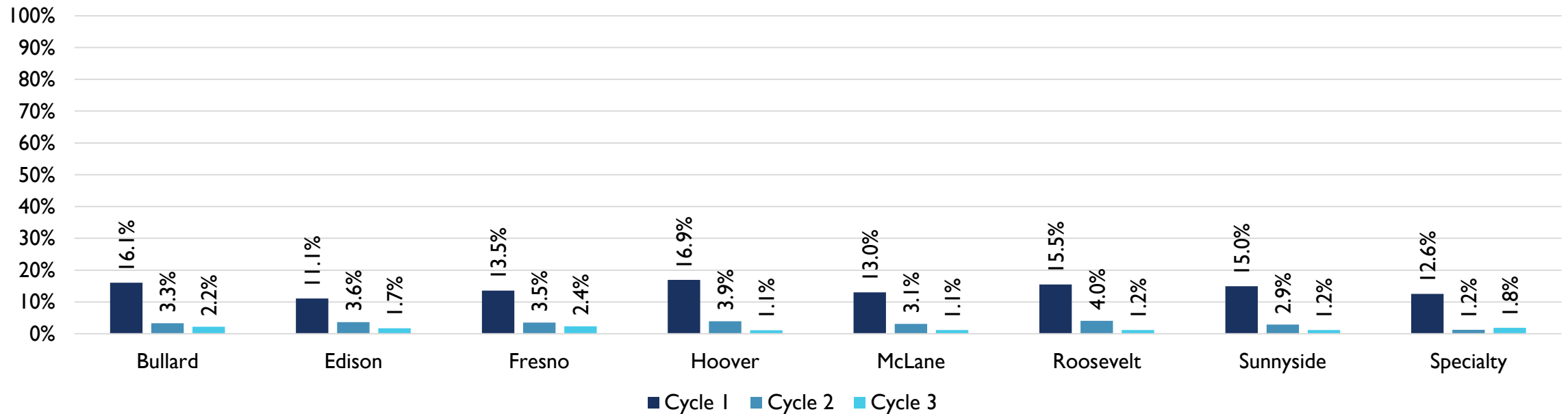


*Cycle 1: This represents the percentage of students who passed the ELPAC and SBAC in 2017/18. This is the first opportunity for redesignation and typically, we see a larger rate due to the larger pool of students who recently passed the ELPAC.*

*Cycle 2: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim I and PSAT) during cycle 2 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

*Cycle 3: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1 or cycle 2. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim I and PSAT) during cycle 3 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

# ENGLISH LEARNER REDESIGNATION – PERCENT REDESIGNATED, BY REGION, 2018-19 (CYCLE 1, 2 & 3)

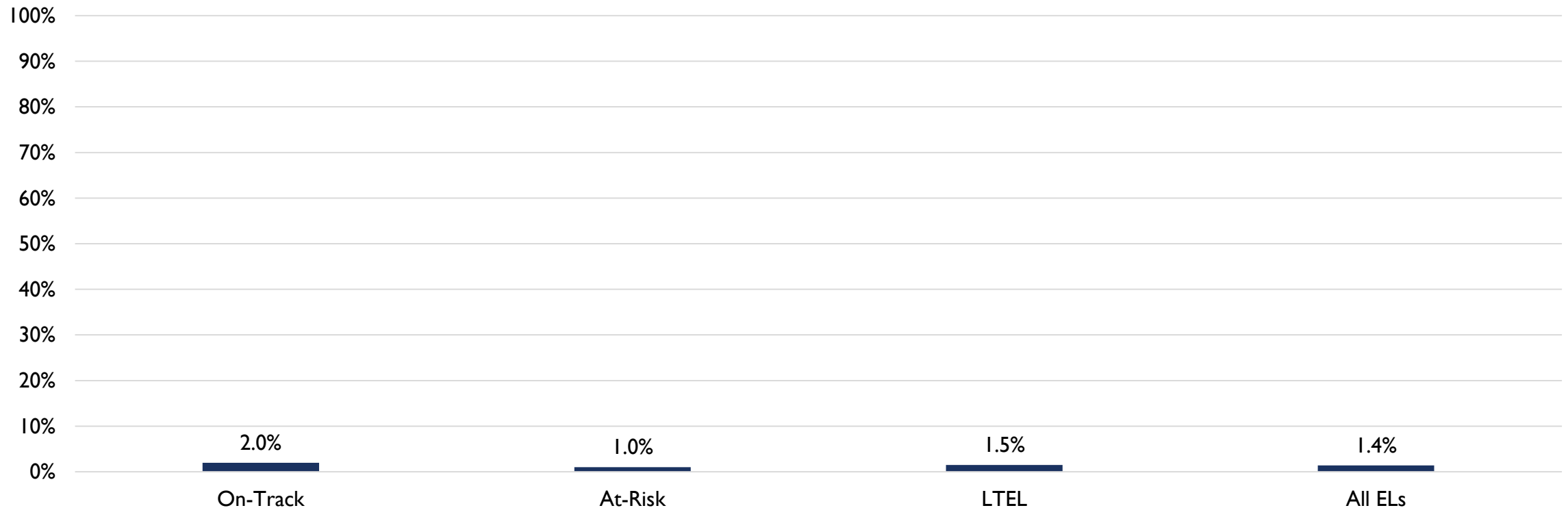


*Cycle 1: This represents the percentage of students who passed the ELPAC and SBAC in 2017/18. This is the first opportunity for redesignation and typically, we see a larger rate due to the larger pool of students who recently passed the ELPAC.*

*Cycle 2: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim 1 and PSAT) during cycle 2 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

*Cycle 3: This represents the percentage of students who passed the ELPAC in 2017/18 but did not redesignate during cycle 1 or cycle 2. Students must have met an ELA assessment (i.e. BAS I, DRP, Interim 1 and PSAT) during cycle 3 to be eligible for redesignation. Students who did not pass the ELPAC have to wait until May of 2018/19, so we expect the pool of eligible students to remain low.*

# ENGLISH LEARNER REDESIGNATION – PERCENT REDESIGNATED, BY EL STATUS FOR THE THIRD CYCLE OF 2018-19



*On-Track: Expected redesignation year has not passed and they have scored greater than or equal to their expected score in the most recent ELPAC assessment.*

*At-Risk: Student has missed their year to redesignate goal set by FUSD, but has not been an EL for more than five years.*

*LTEL: Student has been an EL for more than five years and has yet to redesignate.*

# ENGLISH LEARNER REDESIGNATION – COMPARISON OF TOTAL NUMBER OF LONG-TERM ENGLISH LEARNERS BEFORE AND AFTER THE THIRD CYCLE OF 2018-19

