



Mountain View
Whisman
School District

California Assessment of Student Performance and Progress (CAASPP)

November 3, 2022



Alignment with Strategic Plan 2027

Goal Area #1: Effective and consistent instructional practices that meet the needs of all students

Objective 1.b: Ensure targeted instructional opportunities that maximize learning for all students



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CAASPP

What is CAASPP?

- California Assessment of Student Performance and Progress (CAASPP)
 - “Umbrella” of assessments taken each spring in public education in California
- Students take the following assessments:
 - Smarter Balanced Summative Assessments (SBAC) or California Alternate Assessment (CAA) for ELA and Mathematics for grades 3-8 and 11
 - California Science Test (CAST) or California Alternate Assessment (CAA) for Science for grades 5, 8, and once in high school (grade 10 or 11)
 - Physical Fitness Test (PFT) for grades 5 and 7

SBAC 2021-22 Summative Assessments

- SBAC assessments are aligned to grade level standards in ELA and Math
- SBAC Includes two test types
 - Computer-Adaptive Test (CAT)
 - Use an algorithm to present test questions based on student response to previous question
 - Balance of question items, reading passage lengths and difficulty levels
 - Performance Task (PT)
 - Measure complex analysis and research skills across multiple standards
- Have both computer and human scored items

SBAC: What is Different from 2018-19?

The SBAC test is a shorter form version of the original test

- Fewer test items than previous years - 50% reduction
- Secure Browser
 - The structure of the platform has changed
 - Additional features available like the use of a notepad
 - Additional accommodations built in such as Speech to Text
- Student Score Reports
 - No individual student ELA or math area performance level is reported for 2021-22 school year
 - Due to the shortened assessment, there are not enough items for the exam to provide valid results down to the performance area (i.e. claim) at the individual level. The individual level results are not able to be calculated when the short form test is administered.
 - Performance area reports provided additional information specific to the following areas
 - ELA - Reading, Writing, Research/Inquiry
 - Math - Concepts & Procedures, Problem Solving & Modeling & Data Analysis, Communicating Reasoning
 - Performance area reports are provided for groups of 30 or more students once scores are publicly released

CAASPP Student Score Reports

- Provide families and teachers a snapshot of student achievement in ELA and math in comparison to previous CAASPP results
- Student Score Reports include
 - Growth from year to year
 - Overall performance level
- Without performance area scores the reports are much less valuable to families than in 2018-19. i-Ready reports contain much more information to support student achievement
- Student Score reports were accessible in the Powerschool Parent Portal starting August 5, 2022

Sample Student Score Report

FOR THE FAMILY OF:
SOPHIA E MITCHELL
 1234 MAIN STREET
 APT. 123
 YOUR CITY, CA 12345-1234

Student #: 9988776701
Date of Birth: 09/15/2008
Grade: 5
Test Date: Spring 2022
School: California Elementary School
LEA: California School District
CDS: 76543210000000

Statewide Assessments: Just One Measure of Sophia's Progress

California Assessment of Student Performance and Progress (CAASPP) results in English language arts/literacy (ELA) and mathematics give one measure of how well students are mastering California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are essential for preparing students for college and a 21st-century career.



Sophia's Overall ELA Level for 2021–22

LEVEL
3
Standard Met

Sophia's Overall Mathematics Level for 2021–22

LEVEL
3
Standard Met

What do my child's scores mean?

There are four levels of scores for ELA and mathematics. "Standard Met" and "Standard Exceeded" are the state targets for all students.

- **Standard Exceeded** (Level 4)
- **Standard Met** (Level 3)
- **Standard Nearly Met** (Level 2)
- **Standard Not Met** (Level 1)

Score ranges for each level are different for each grade, and the standards for the next grade are higher than for the previous grade. As a result, students may need a higher score to stay in the same level as the previous year.

caaspp California Assessment of
Student Performance and Progress

Sophia E. Mitchell
CAASPP SCORE REPORT
 2021–22 | GRADE 5

English Language Arts/Literacy (ELA)

LEVEL
3
Standard Met

Sophia met the grade five standard for ELA.

Standard Exceeded
 Level 4 (2582–2730)

Standard Met
 Level 3 (2502–2581)

Standard Nearly Met
 Level 2 (2442–2501)

Standard Not Met
 Level 1 (2200–2441)

2540

**Your Child's
Score**

ELA Area Performance



Reading: How well does your child understand written stories and information?



Writing: How well does your child communicate in writing?



Listening: How well does your child understand spoken information?



Research/Inquiry: How well can your child find and present information about a topic?

Area Performance cannot be reported this year.



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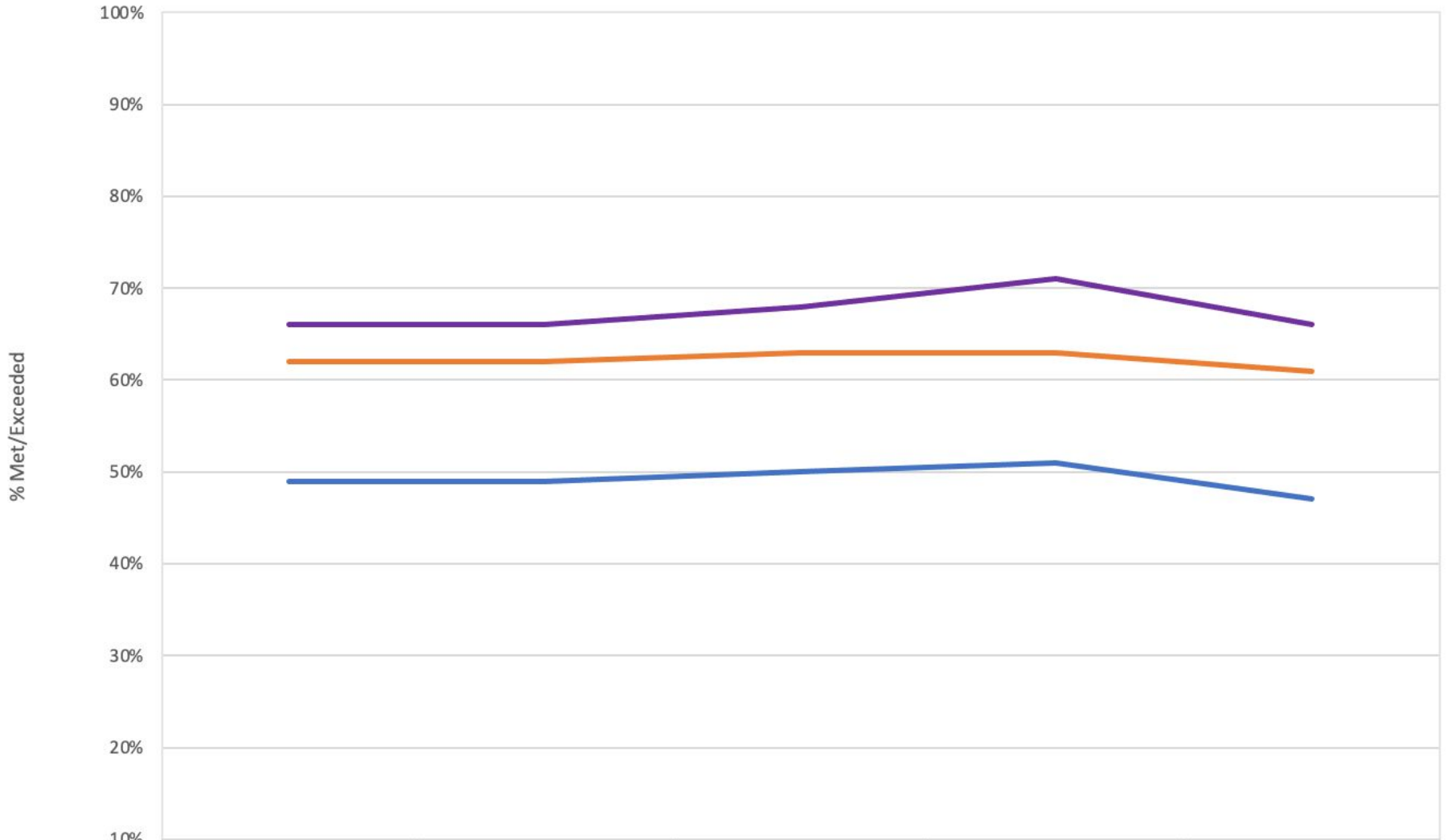
CAASPP Results

Demographic Data (Testing grades only)

Demographic Data (Testing Grades Only)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades 3-8 Total Enrollment	3222	3236	3212	3089	2958
English Learners (EL)	19% (612)	17% (550)	18% (578)	17% (525)	18% (532)
Reclassified Fluent English Proficient (RFEP)	26% (838)	26% (841)	23%(739)	24% (741)	22% (651)
SocioEconomically Disadvantaged (SED)	38% (1224)	35% (1133)	34% (1092)	31% (958)	29% (858)
Students with Disabilities (SWD)	11% (354)	11% (356)	12% (385)	13% (402)	12% (355)
Asian	13% (419)	14% (453)	15% (482)	18% (556)	19% (562)
Hispanic/Latino	41% (1321)	40% (1294)	38% (1220)	38% (1174)	38% (1124)
White	29% (934)	30% (971)	29% (931)	27% (834)	25% (740)

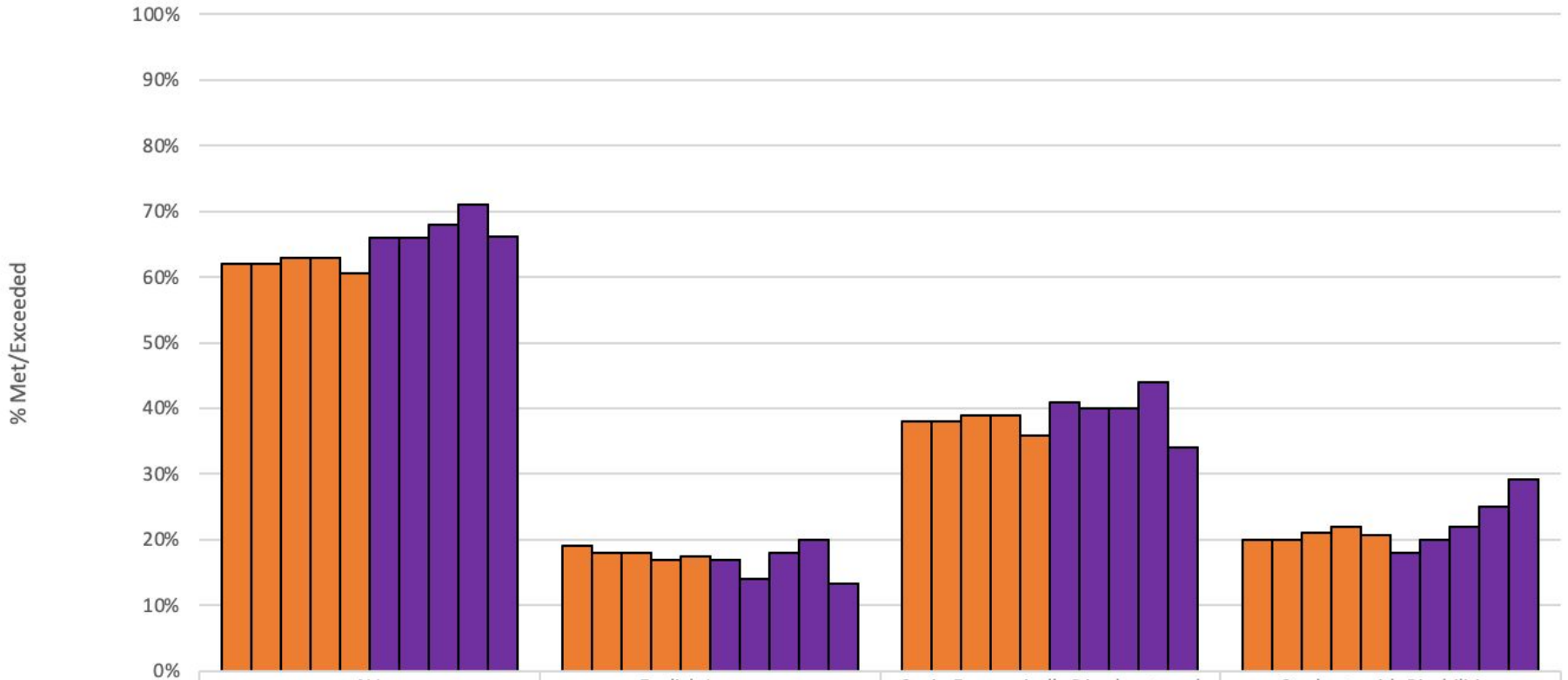
- English Language Learners/Reclassified Fluent English Proficient are fluid subgroups
- There was no CAASPP test administration for 2019-20 and 2020-21 school year

CAASPP ELA State, County and District



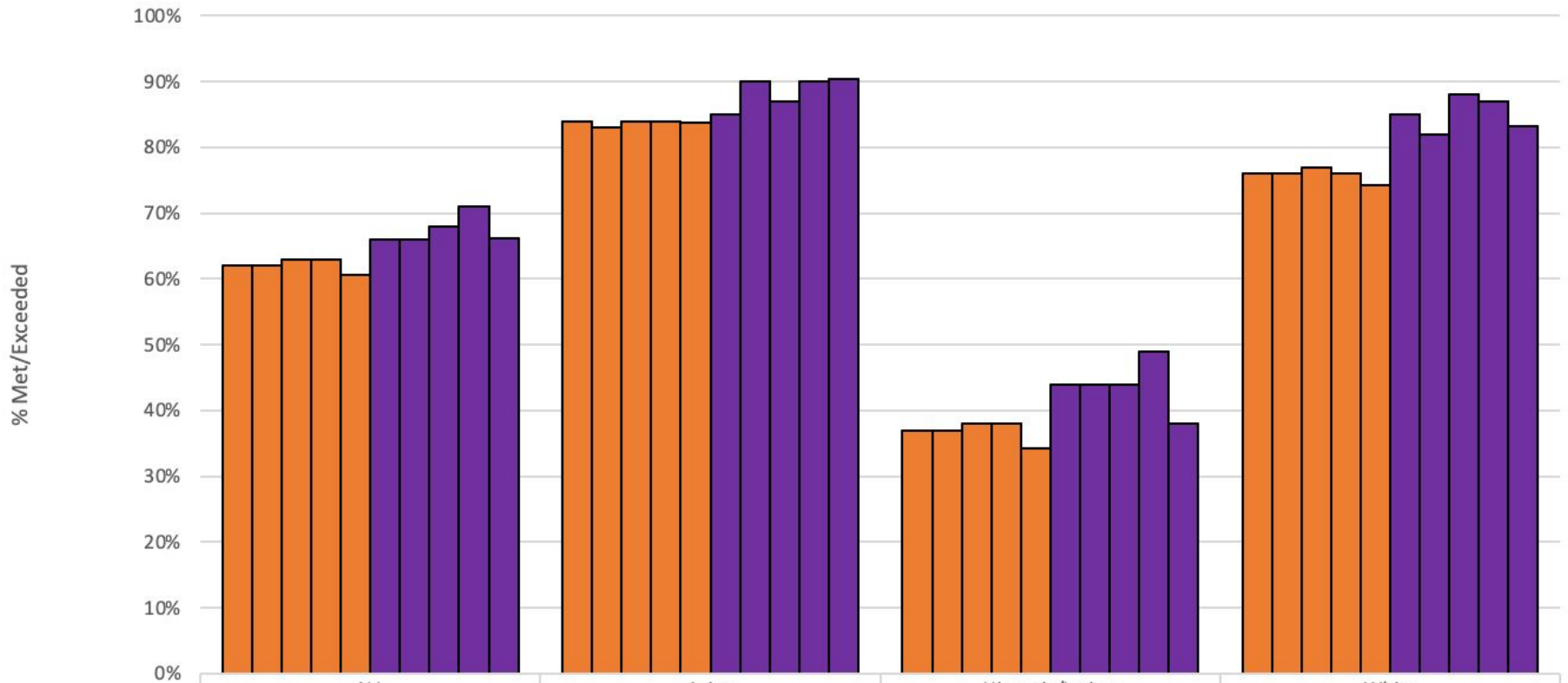
	2016 ELA	2017 ELA	2018 ELA	2019 ELA	2022 ELA
All State	49%	49%	50%	51%	47%
All County	62%	62%	63%	63%	61%
All MVWSD	66%	66%	68%	71%	66%

CAASPP ELA County and District Subgroups



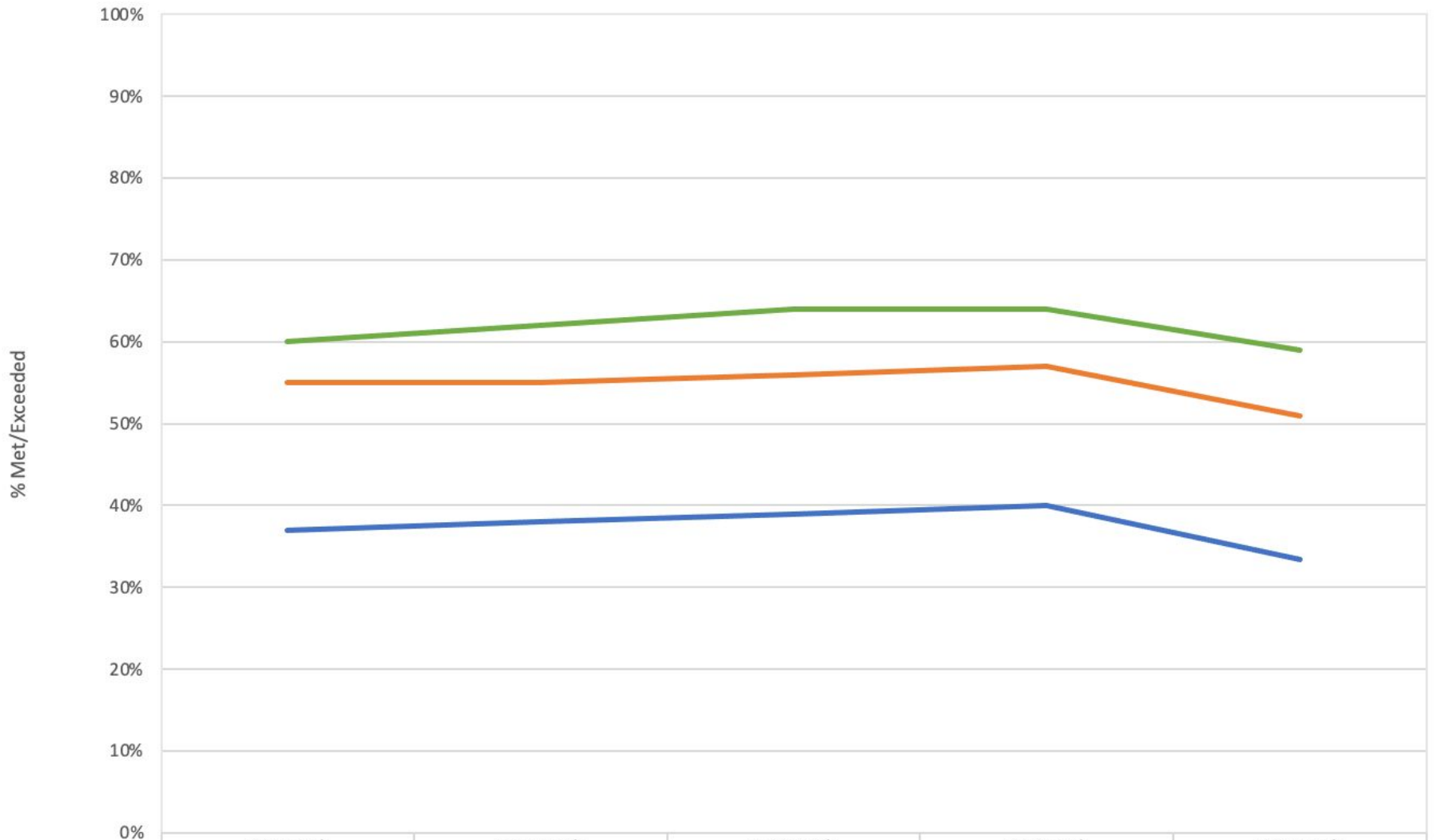
	ALL	English Learners	Socio-Economically Disadvantaged	Students with Disabilities
County 2016 ELA	62%	19%	38%	20%
County 2017 ELA	62%	18%	38%	20%
County 2018 ELA	63%	18%	39%	21%
County 2019 ELA	63%	17%	39%	22%
County 2022 ELA	61%	17%	36%	21%
MVWSD 2016 ELA	66%	17%	41%	18%
MVWSD 2017 ELA	66%	14%	40%	20%
MVWSD 2018 ELA	68%	18%	40%	22%
MVWSD 2019 ELA	71%	20%	44%	25%
MVWSD 2022 ELA	66%	13%	34%	29%

CAASPP ELA County and District Ethnicity



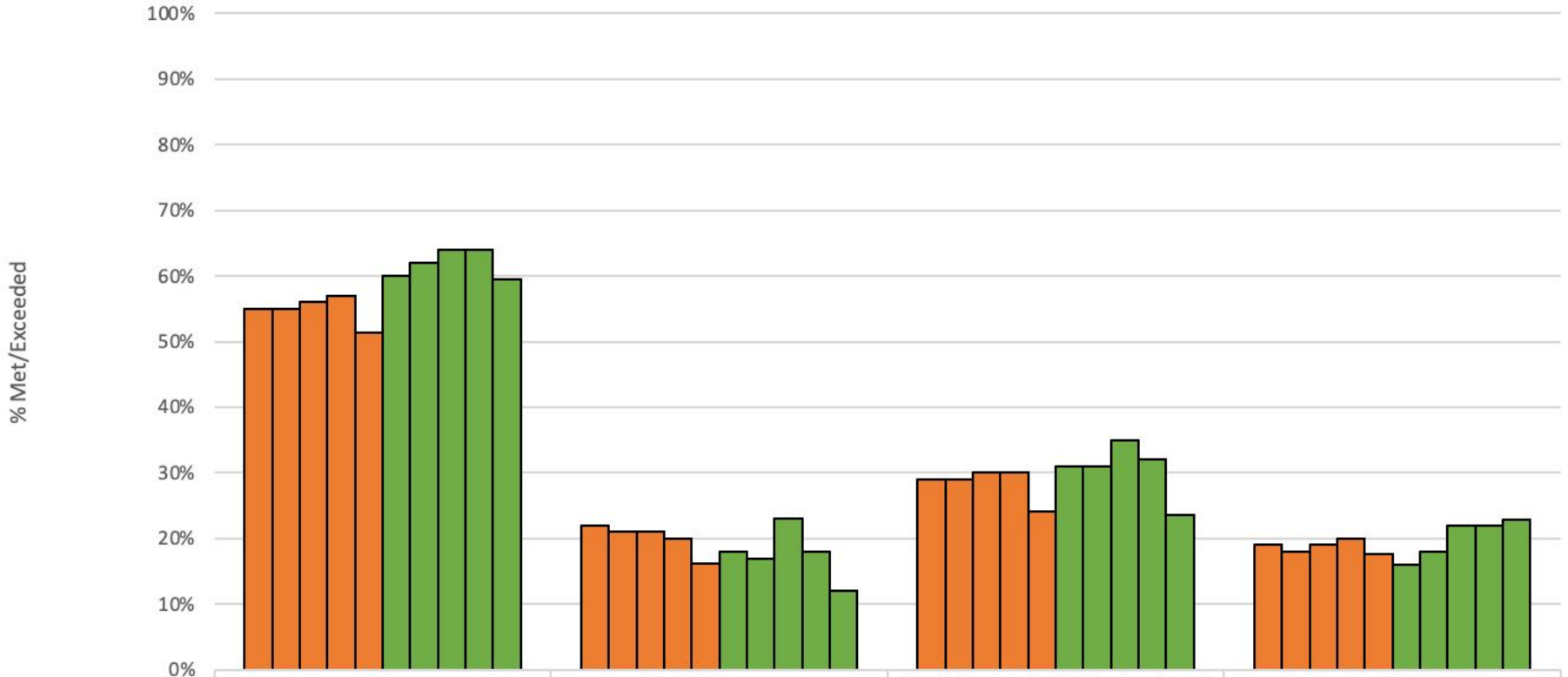
	ALL	Asian	Hispanic/Latino	White
County 2016 ELA	62%	84%	37%	76%
County 2017 ELA	62%	83%	37%	76%
County 2018 ELA	63%	84%	38%	77%
County 2019 ELA	63%	84%	38%	76%
County 2022 ELA	61%	84%	34%	74%
MVWSD 2016 ELA	66%	85%	44%	85%
MVWSD 2017 ELA	66%	90%	44%	82%
MVWSD 2018 ELA	68%	87%	44%	88%
MVWSD 2019 ELA	71%	90%	49%	87%
MVWSD 2022 ELA	66%	90%	38%	83%

CAASPP Math State, County and District



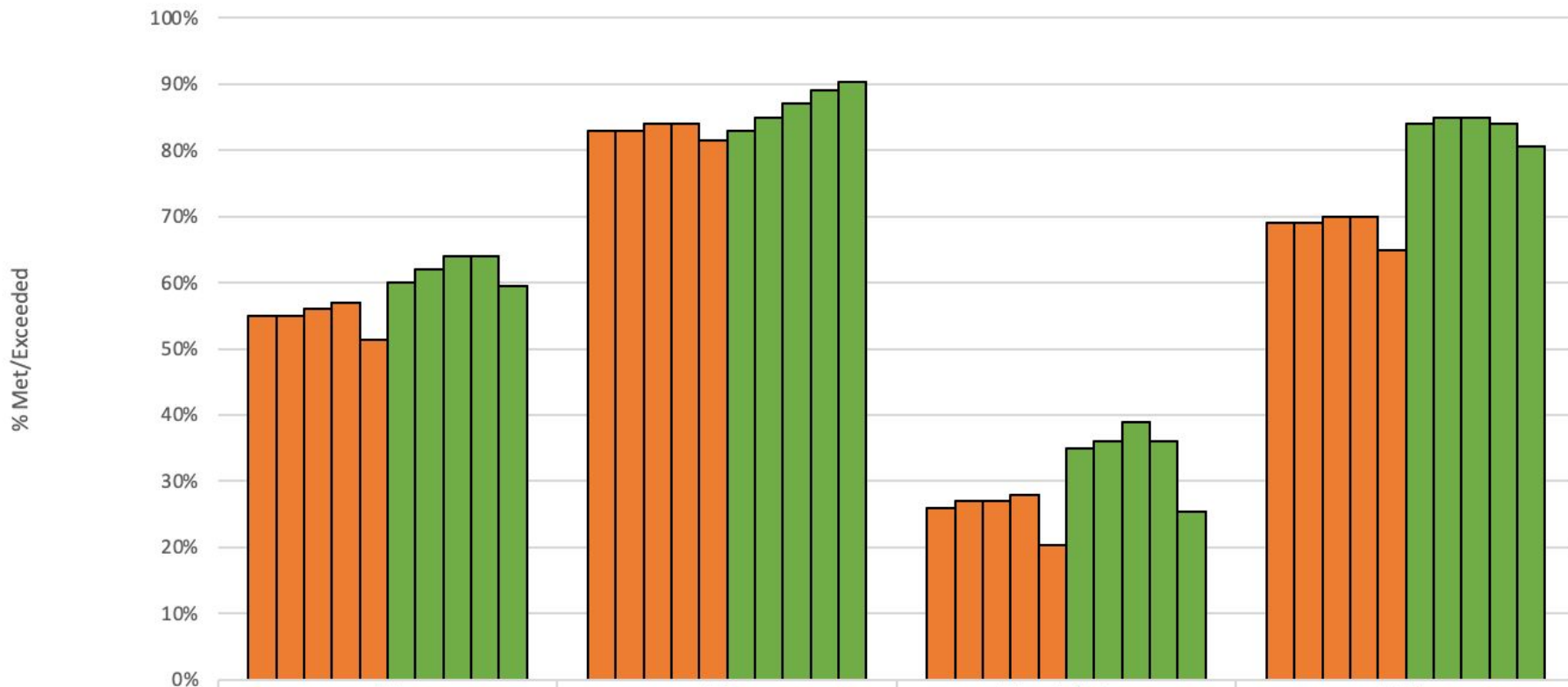
	2016 Math	2017 Math	2018 Math	2019 Math	2022 Math
All State	37%	38%	39%	40%	33%
All County	55%	55%	56%	57%	51%
All MVWSD	60%	62%	64%	64%	59%

CAASPP Math County and District Subgroups



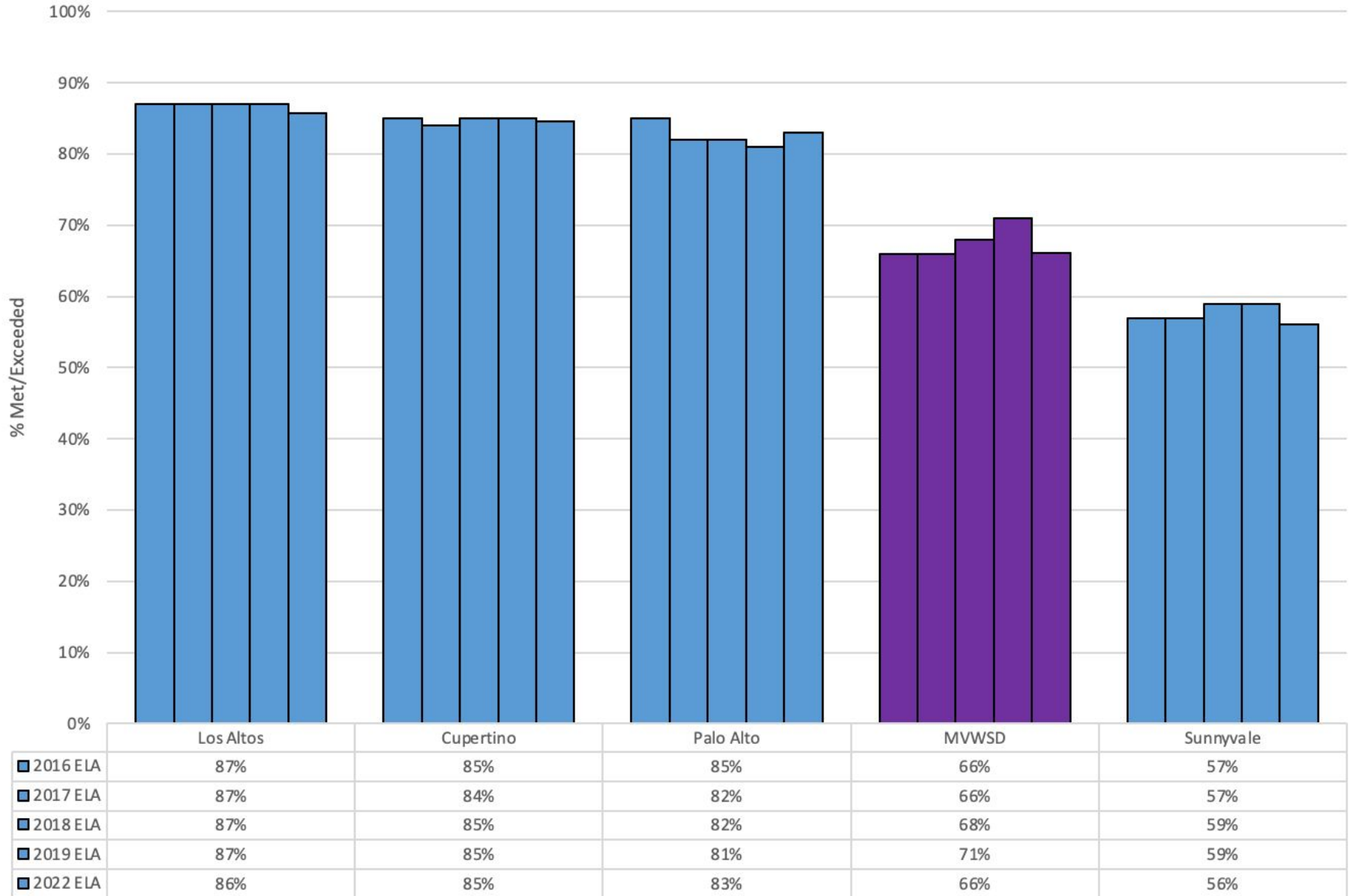
	ALL	English Learners	Socio-Economically Disadvantaged	Students with Disabilities
County 2016 Math	55%	22%	29%	19%
County 2017 Math	55%	21%	29%	18%
County 2018 Math	56%	21%	30%	19%
County 2019 Math	57%	20%	30%	20%
County 2022 Math	51%	16%	24%	18%
MVWSD 2016 Math	60%	18%	31%	16%
MVWSD 2017 Math	62%	17%	31%	18%
MVWSD 2018 Math	64%	23%	35%	22%
MVWSD 2019 Math	64%	18%	32%	22%
MVWSD 2022 Math	59%	12%	24%	23%

CAASPP Math County and District Ethnicity

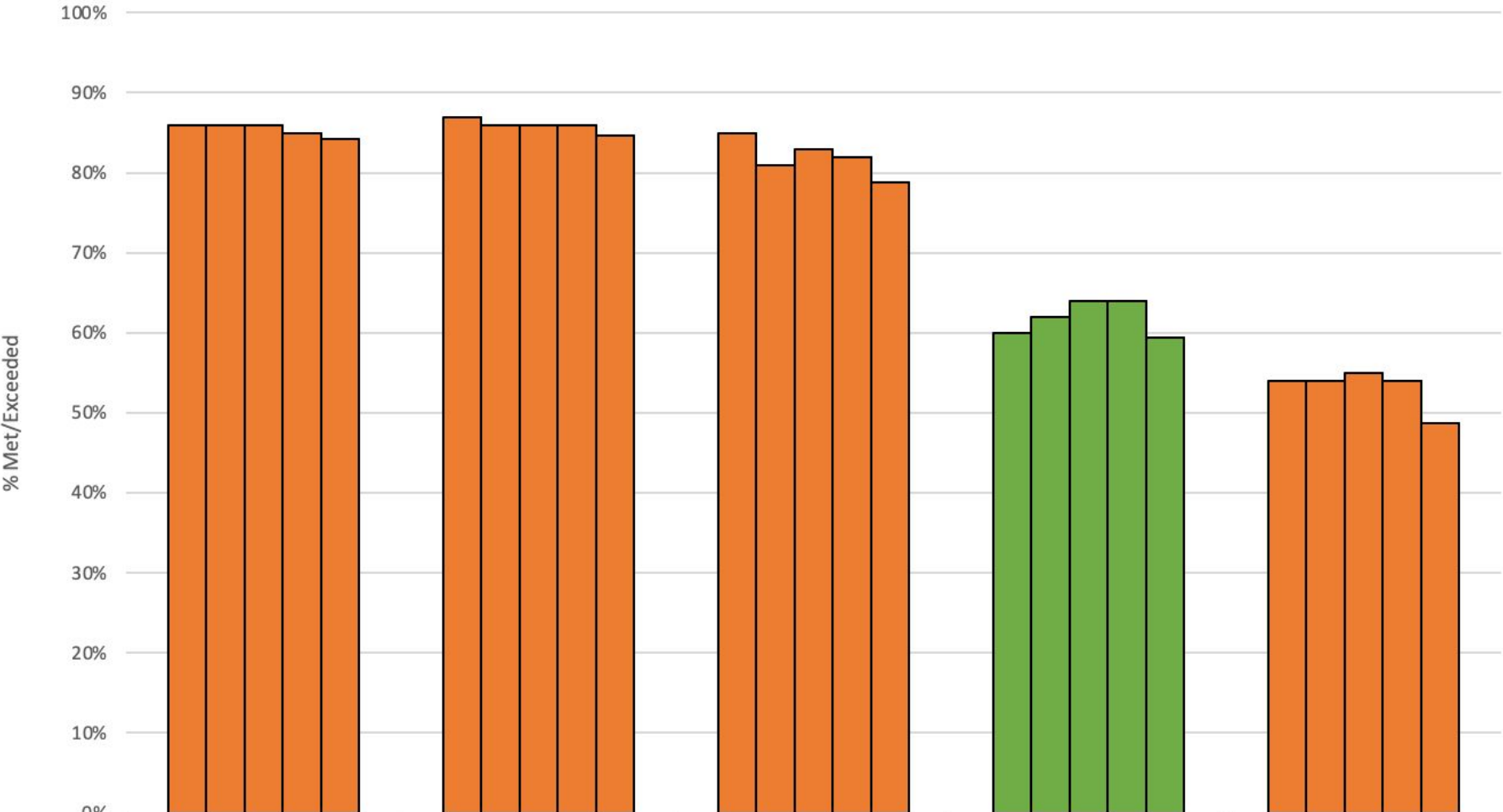


	ALL	Asian	Hispanic/Latino	White
County 2016 Math	55%	83%	26%	69%
County 2017 Math	55%	83%	27%	69%
County 2018 Math	56%	84%	27%	70%
County 2019 Math	57%	84%	28%	70%
County 2022 Math	51%	82%	20%	65%
MVWSD 2016 Math	60%	83%	35%	84%
MVWSD 2017 Math	62%	85%	36%	85%
MVWSD 2018 Math	64%	87%	39%	85%
MVWSD 2019 Math	64%	89%	36%	84%
MVWSD 2022 Math	59%	90%	25%	81%

CAASPP ELA Neighboring Districts



CAASPP Math Neighboring Districts

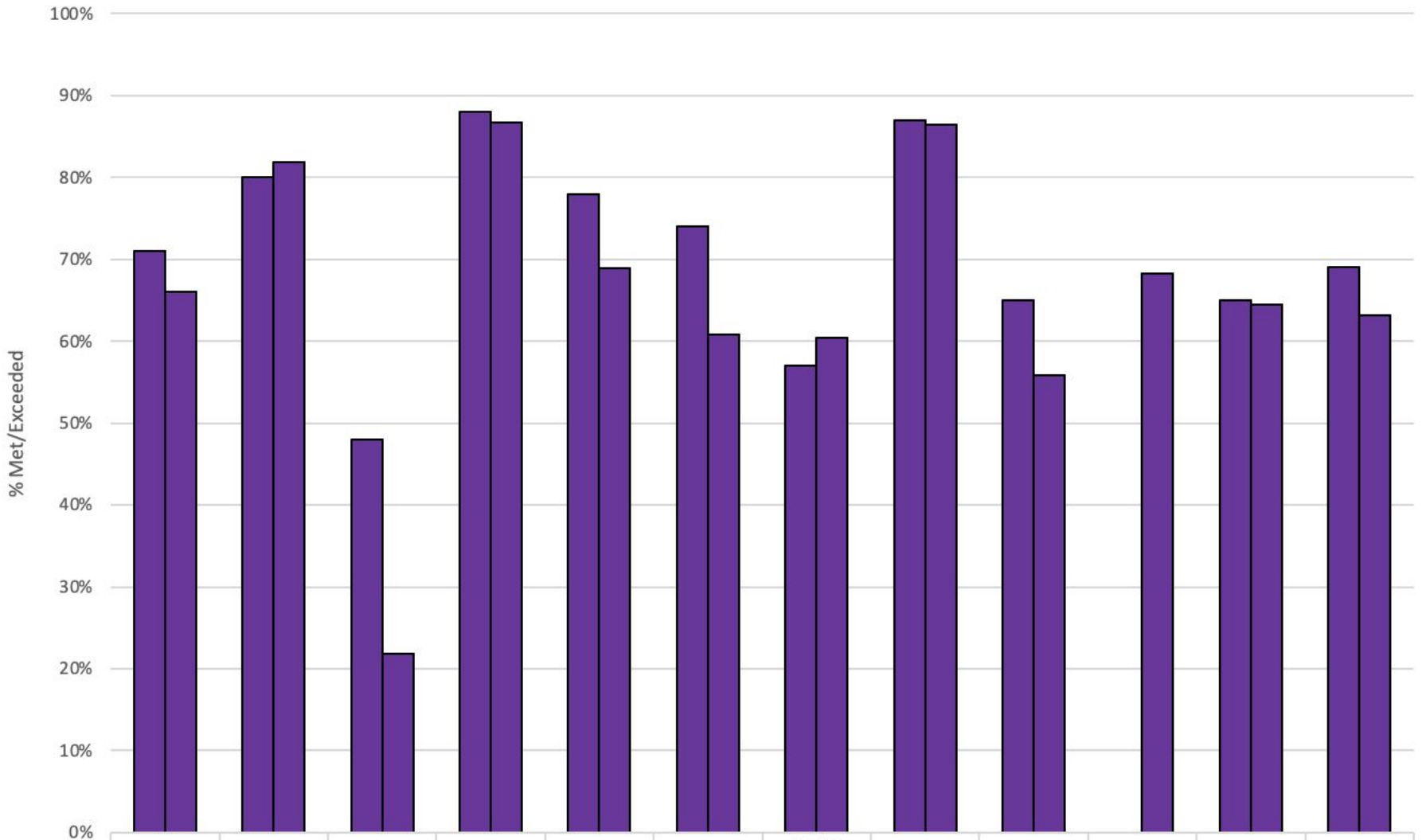


	Los Altos	Cupertino	Palo Alto	MVWSD	Sunnyvale
2016 Math	86%	87%	85%	60%	54%
2017 Math	86%	86%	81%	62%	54%
2018 Math	86%	86%	83%	64%	55%
2019 Math	85%	86%	82%	64%	54%
2022 Math	84%	85%	79%	59%	49%

County and Neighboring District Comparison

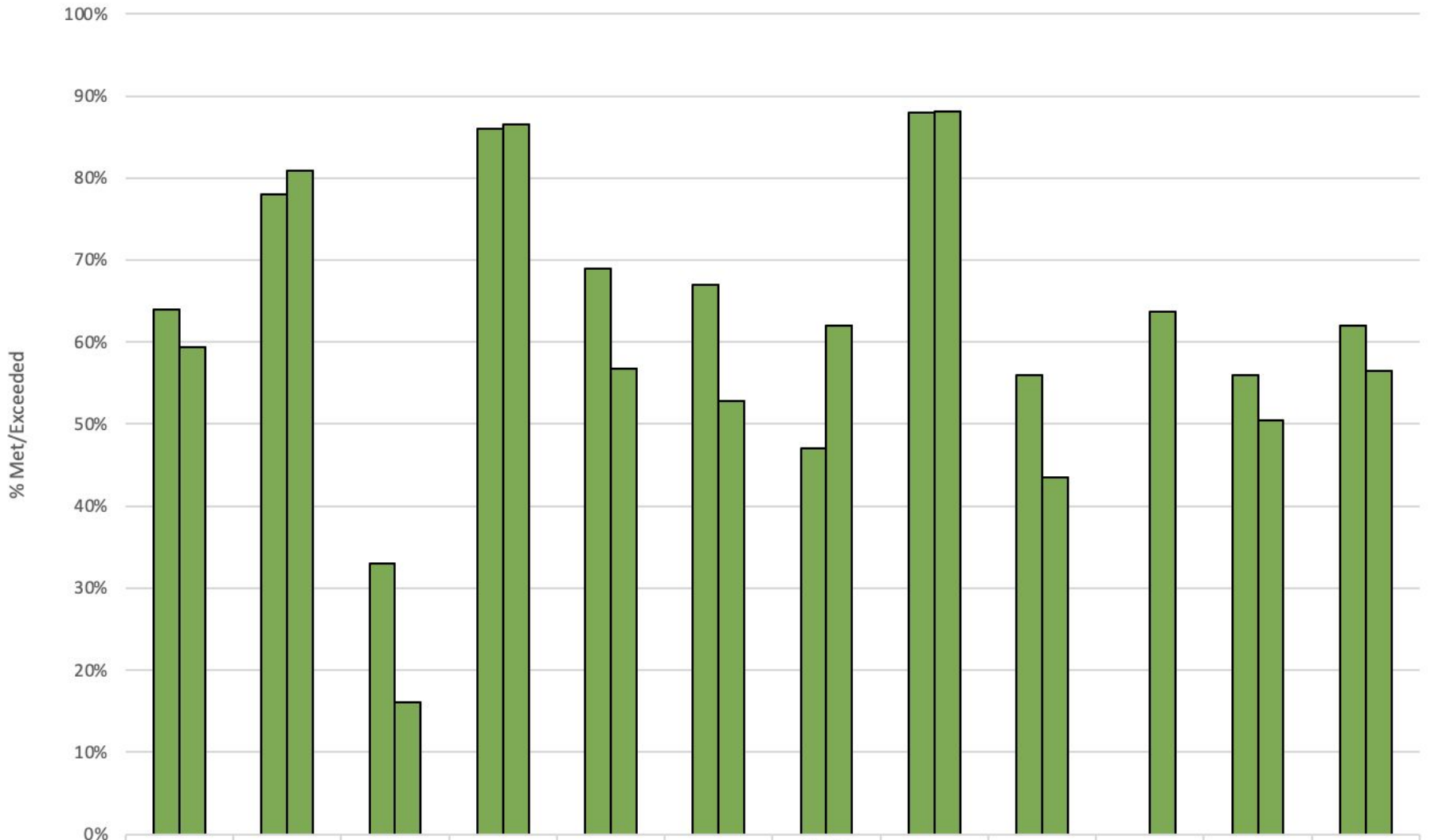
- Overall, MVWSD continues to outperform the county for both ELA and Math
- Looking at County and MVWSD data:
 - Students with Disabilities continue to demonstrate growth and outperformed the County
 - ELs show a decline from 2019
 - Asian, Hispanic/Latino, and White subgroups performed better than County
- MVWSD outperformed Sunnyvale but we see lower performance in comparison to Los Altos, Palo Alto, and Los Gatos
 - The gap between MVWSD and the above 3 districts was reduced pre-pandemic but the gap slightly increased in 2022

CAASPP ELA MVWSD Schools



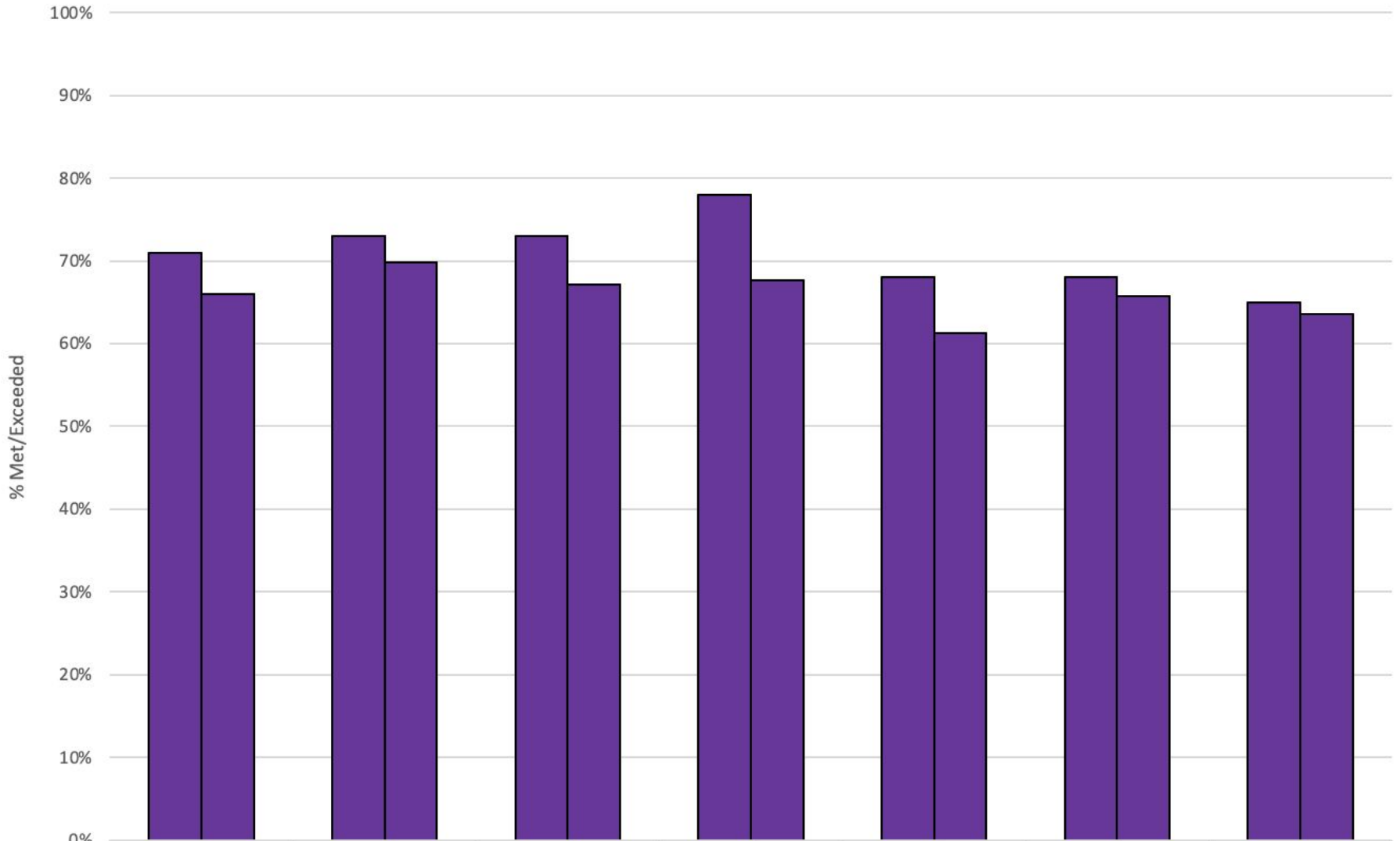
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
■ 2019 ELA	71%	80%	48%	88%	78%	74%	57%	87%	65%		65%	69%
■ 2022 ELA	66%	82%	22%	87%	69%	61%	60%	86%	56%	68%	64%	63%

CAASPP Math MVWSD Schools



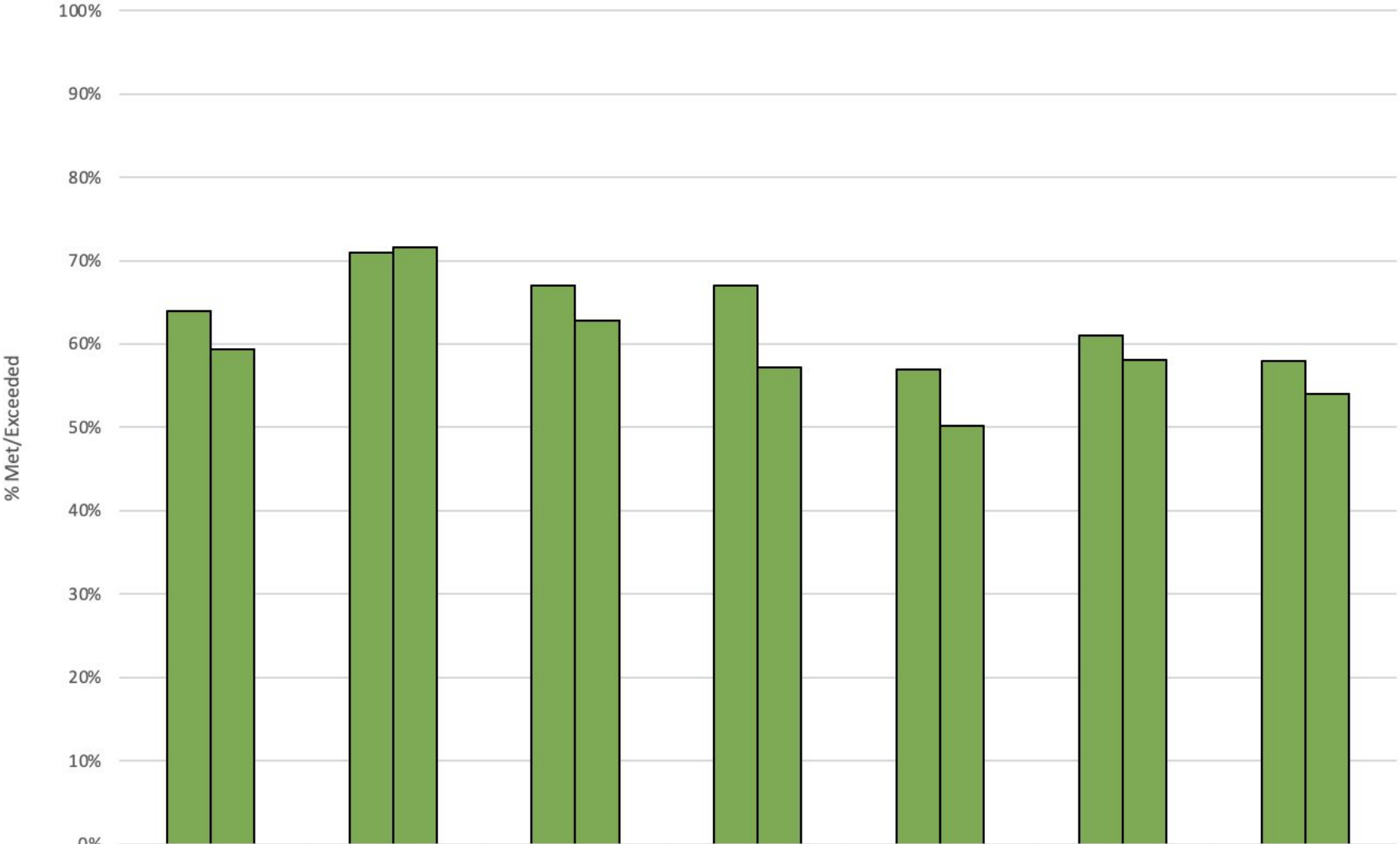
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2019 Math	64%	78%	33%	86%	69%	67%	47%	88%	56%		56%	62%
2022 Math	59%	81%	16%	87%	57%	53%	62%	88%	44%	64%	50%	57%

CAASPP ELA By Grade Level



	MVWSD	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
■ 2019 ELA	71%	73%	73%	78%	68%	68%	65%
■ 2022 ELA	66%	70%	67%	68%	61%	66%	64%

CAASPP Math By Grade Level



	MVWSD	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2019 Math	64%	71%	67%	67%	57%	61%	58%
2022 Math	59%	72%	63%	57%	50%	58%	54%

Grade Level Outcomes

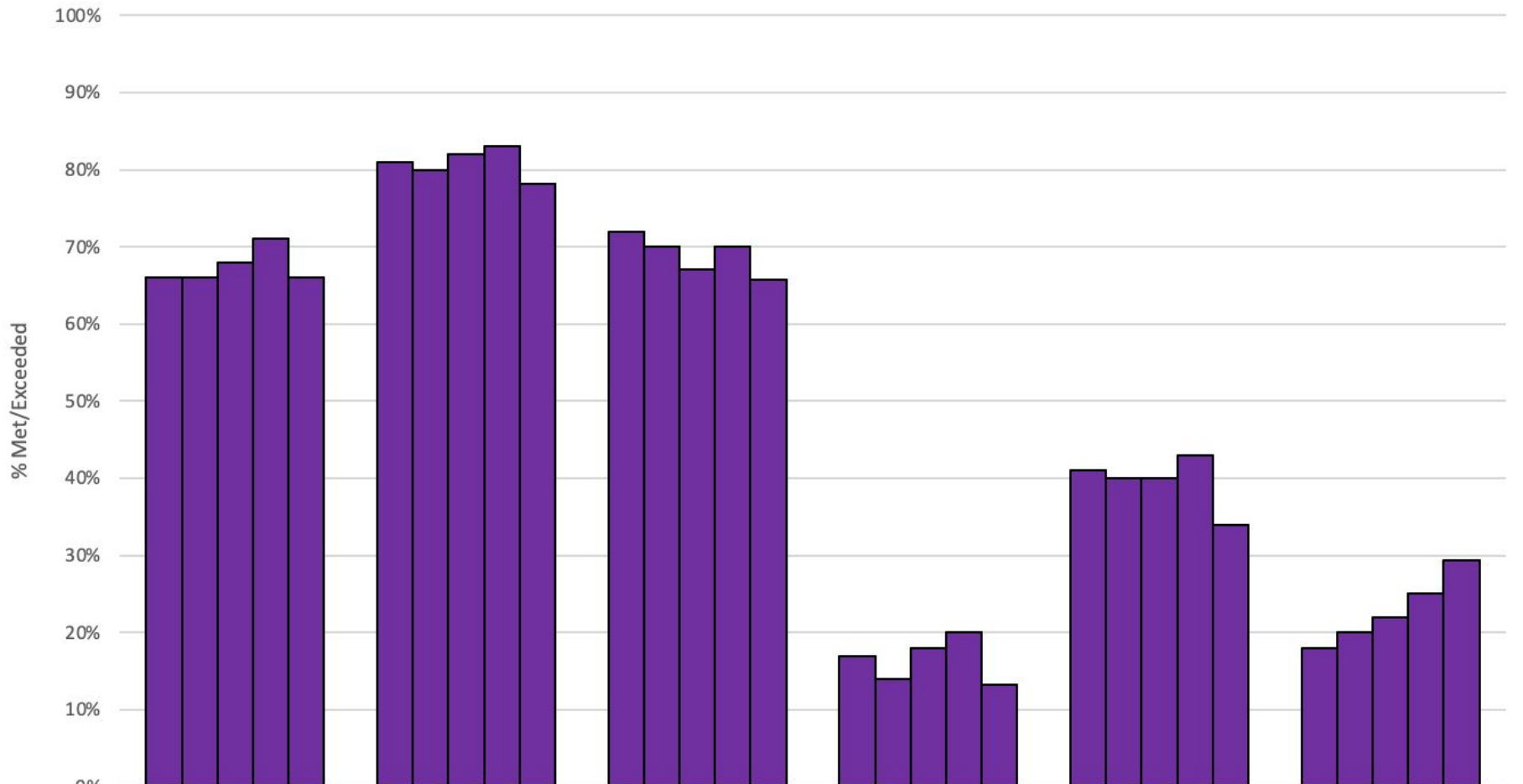
ELA

- Overall, 66% of students are on or above grade level
- In comparison with pre-pandemic results
 - Overall, 5 percentage point decline from 2019
 - Grade 7 and 8 had the smallest decline (-2 and -1, respectively)
 - Grade 5 had the largest decline (-10)

Math

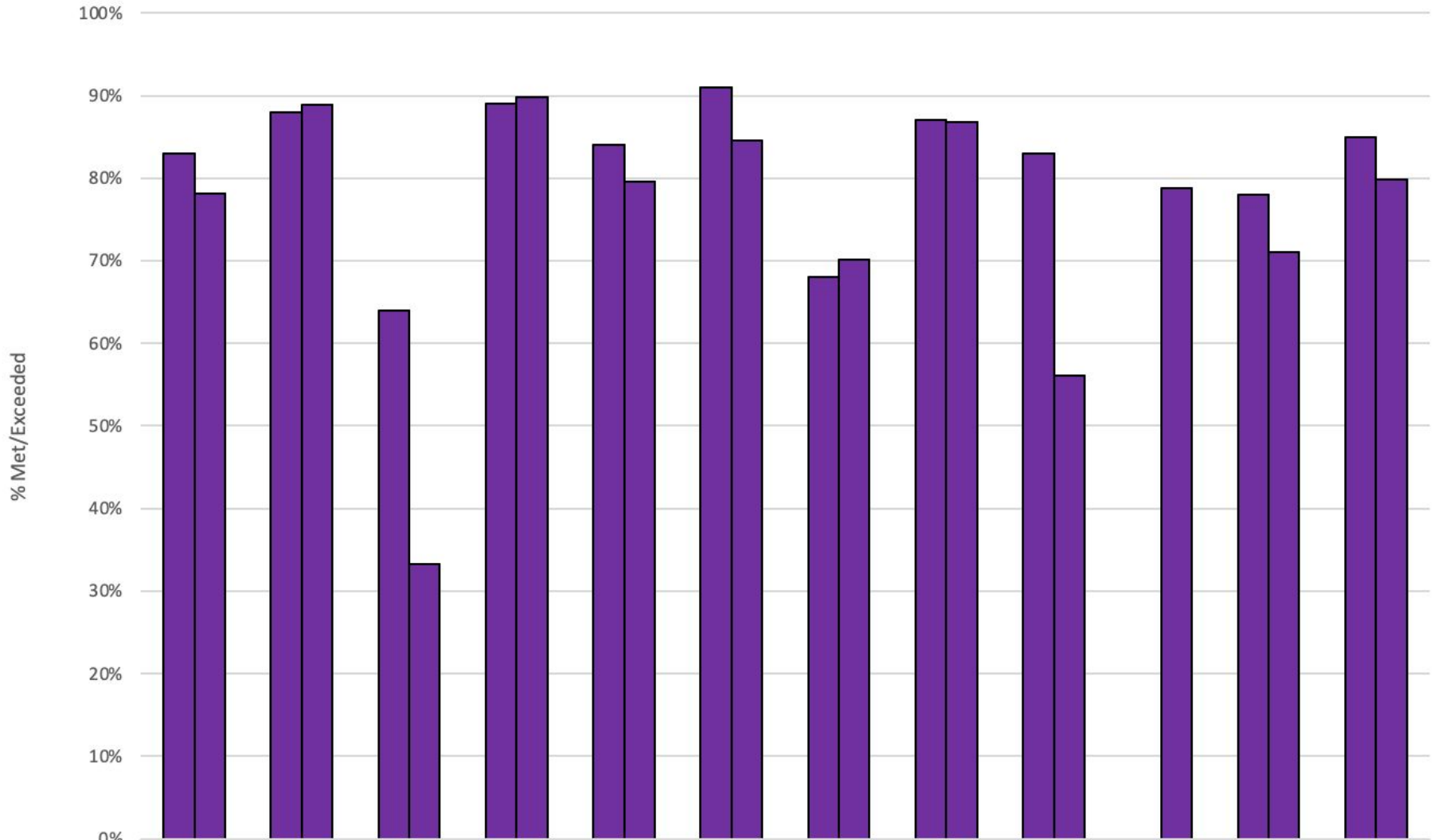
- Overall, 59% of students are on or above grade level
- In comparison with pre-pandemic results
 - Overall, 5% decline from 2019 results
 - Grade 3 improved by 1 percentage point (71% → 72%)
 - Grade 7 had the smallest decline (-3)
 - Grade 5 had the largest decline (- 10)

CAASPP ELA By Subgroup



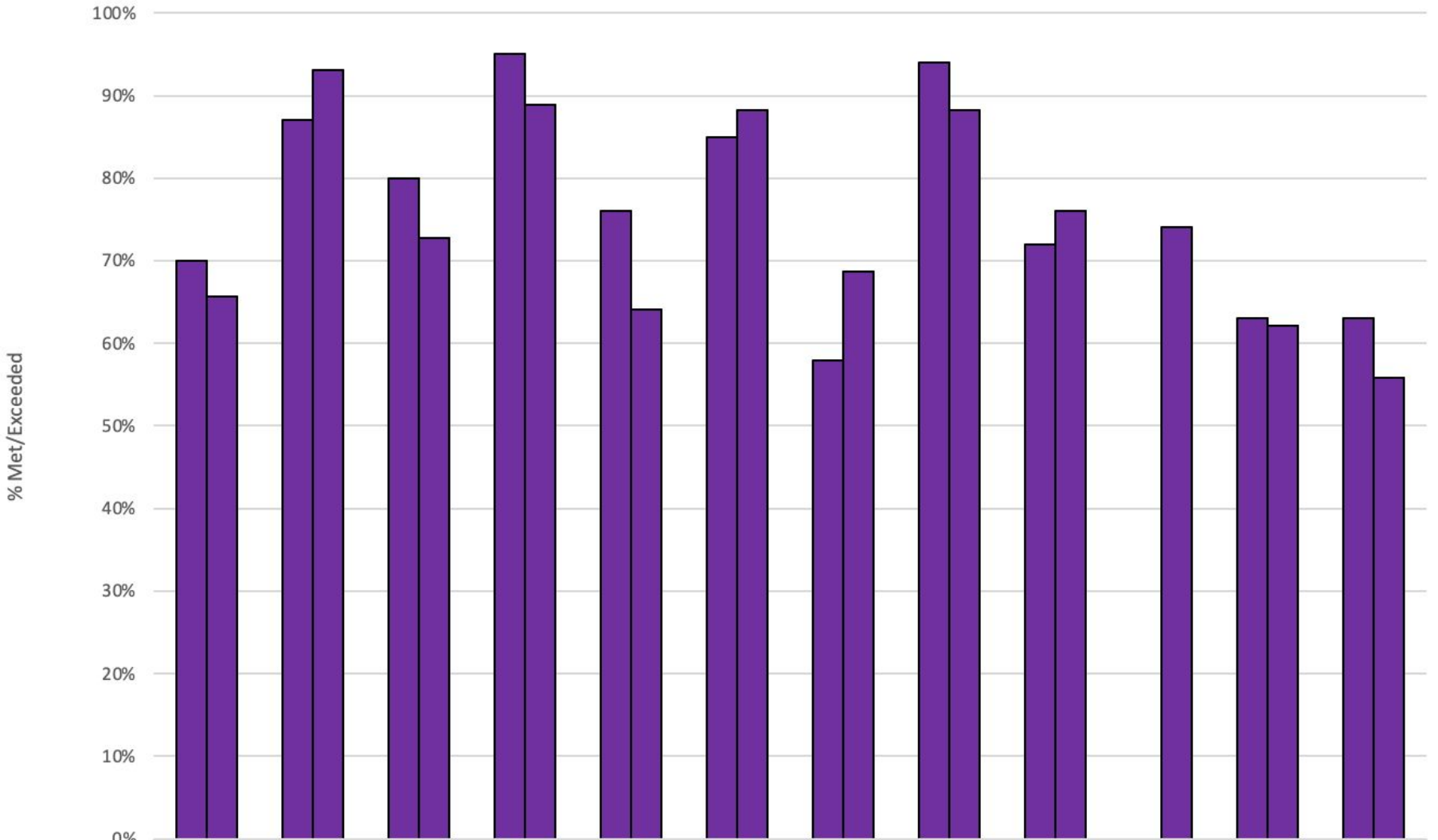
	MVWSD	English Only	Reclassified Fluent English Proficient	English Learner	Socio-Economically Disadvantaged	Students with Disabilities
2016 ELA	66%	81%	72%	17%	41%	18%
2017 ELA	66%	80%	70%	14%	40%	20%
2018 ELA	68%	82%	67%	18%	40%	22%
2019 ELA	71%	83%	70%	20%	43%	25%
2022 ELA	66%	78%	66%	13%	34%	29%

CAASPP ELA English Only



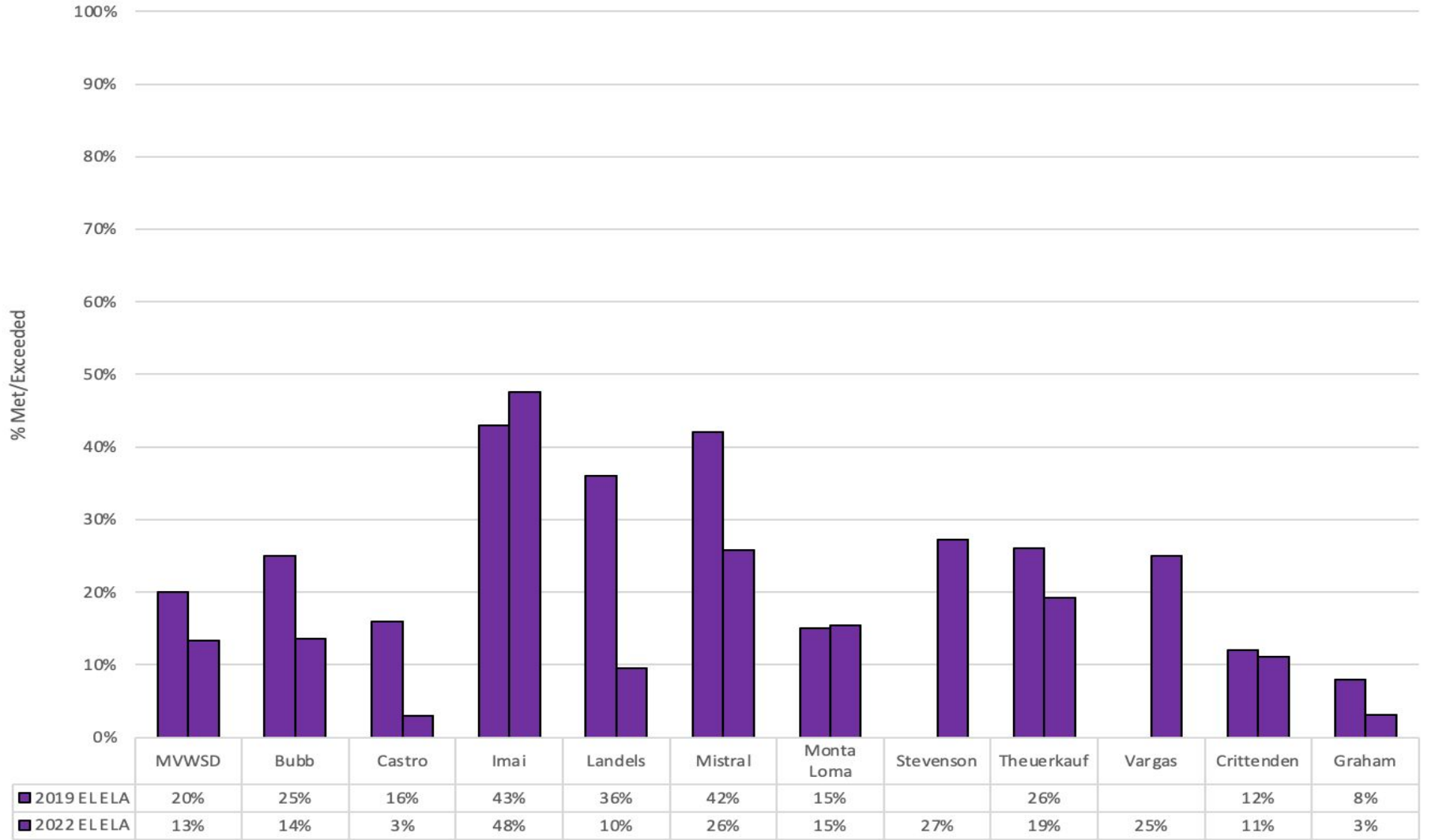
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2019 EO ELA	83%	88%	64%	89%	84%	91%	68%	87%	83%		78%	85%
2022 EO ELA	78%	89%	33%	90%	80%	85%	70%	87%	56%	79%	71%	80%

CAASPP ELA Reclassified Fluent English Proficient

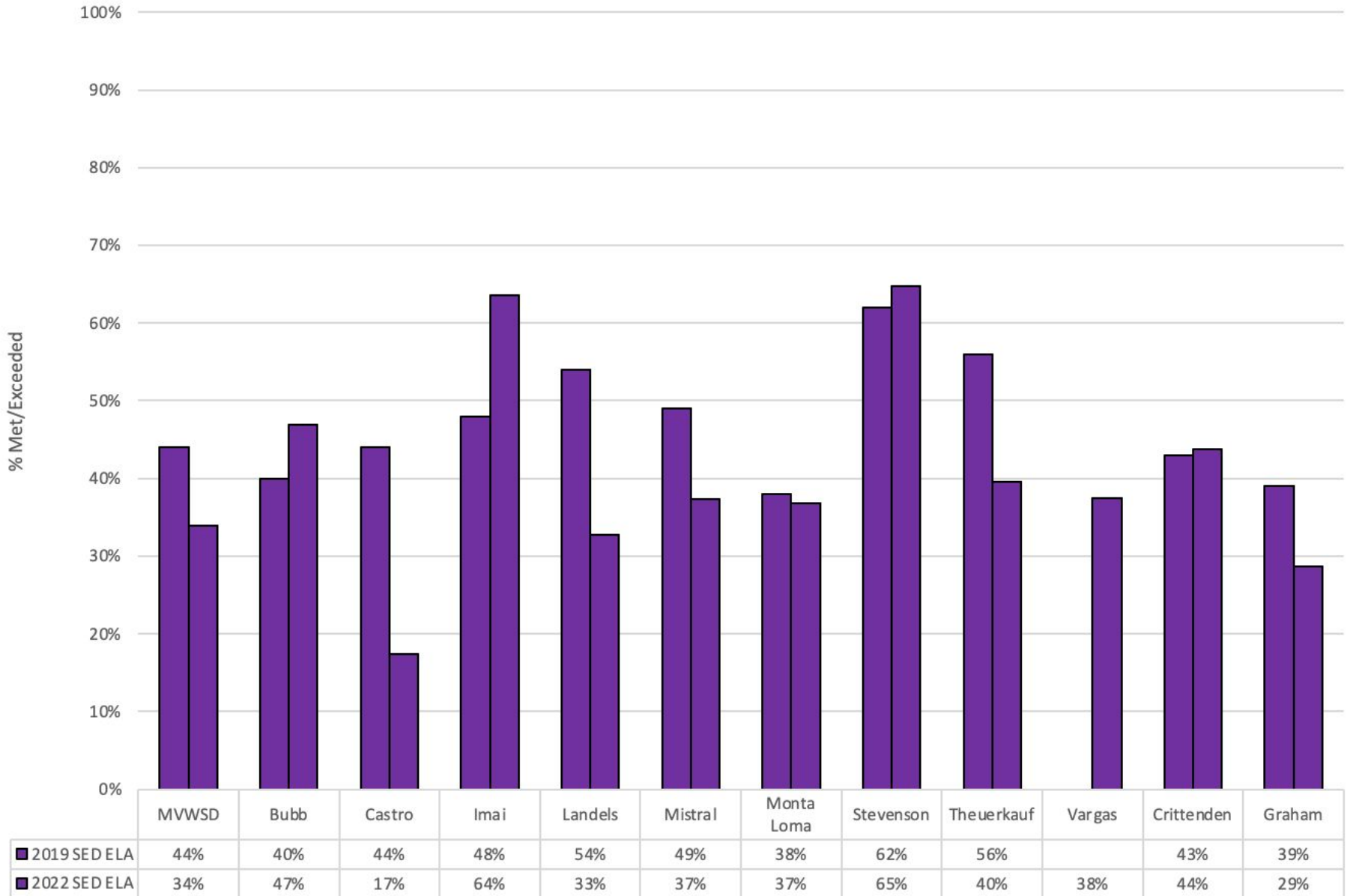


	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
■ 2019 RFEP ELA	70%	87%	80%	95%	76%	85%	58%	94%	72%		63%	63%
■ 2022 RFEP ELA	66%	93%	73%	89%	64%	88%	69%	88%	76%	74%	62%	56%

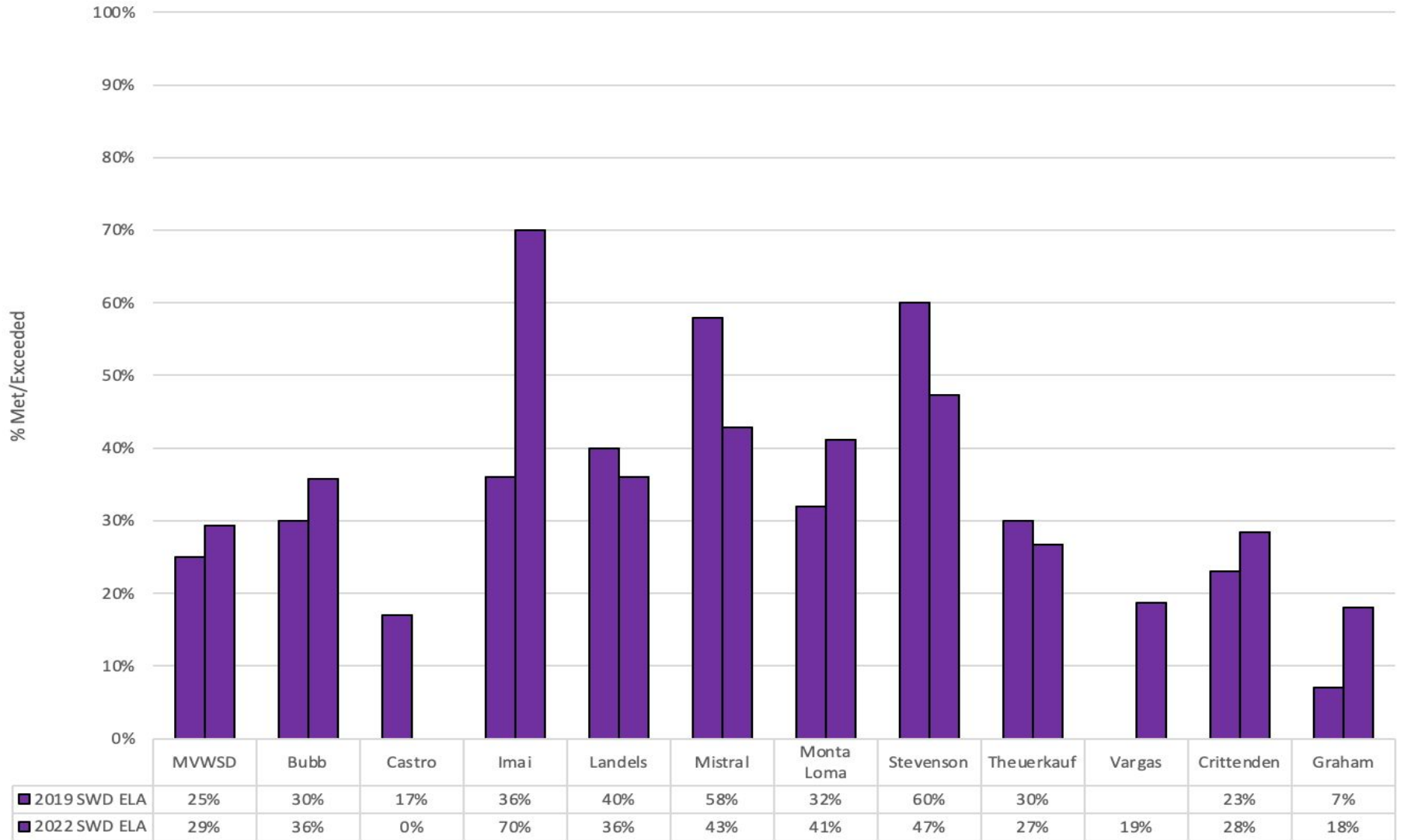
CAASPP ELA English Learner



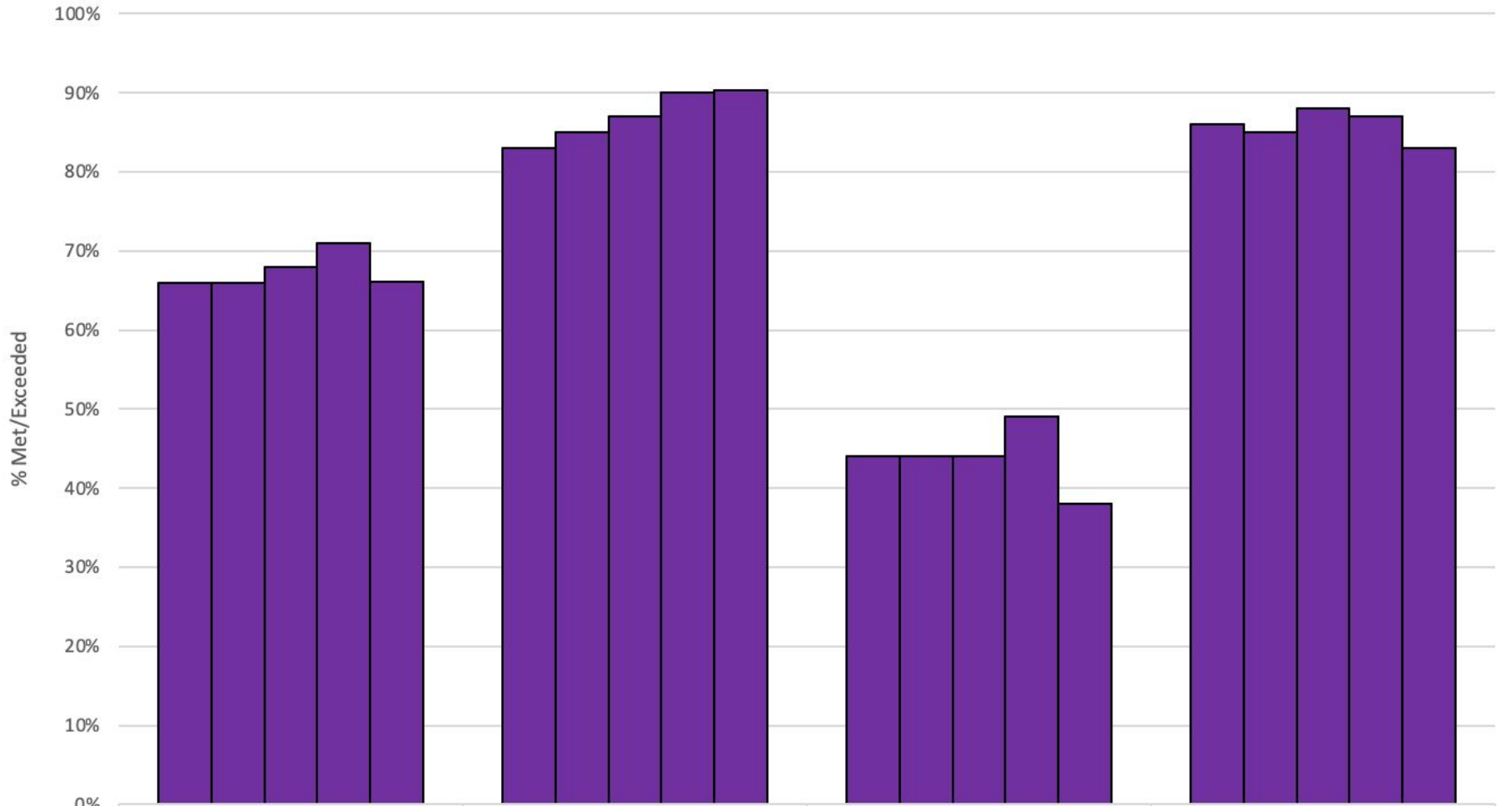
CAASPP ELA Socio-Economically Disadvantaged



CAASPP ELA Students with Disabilities

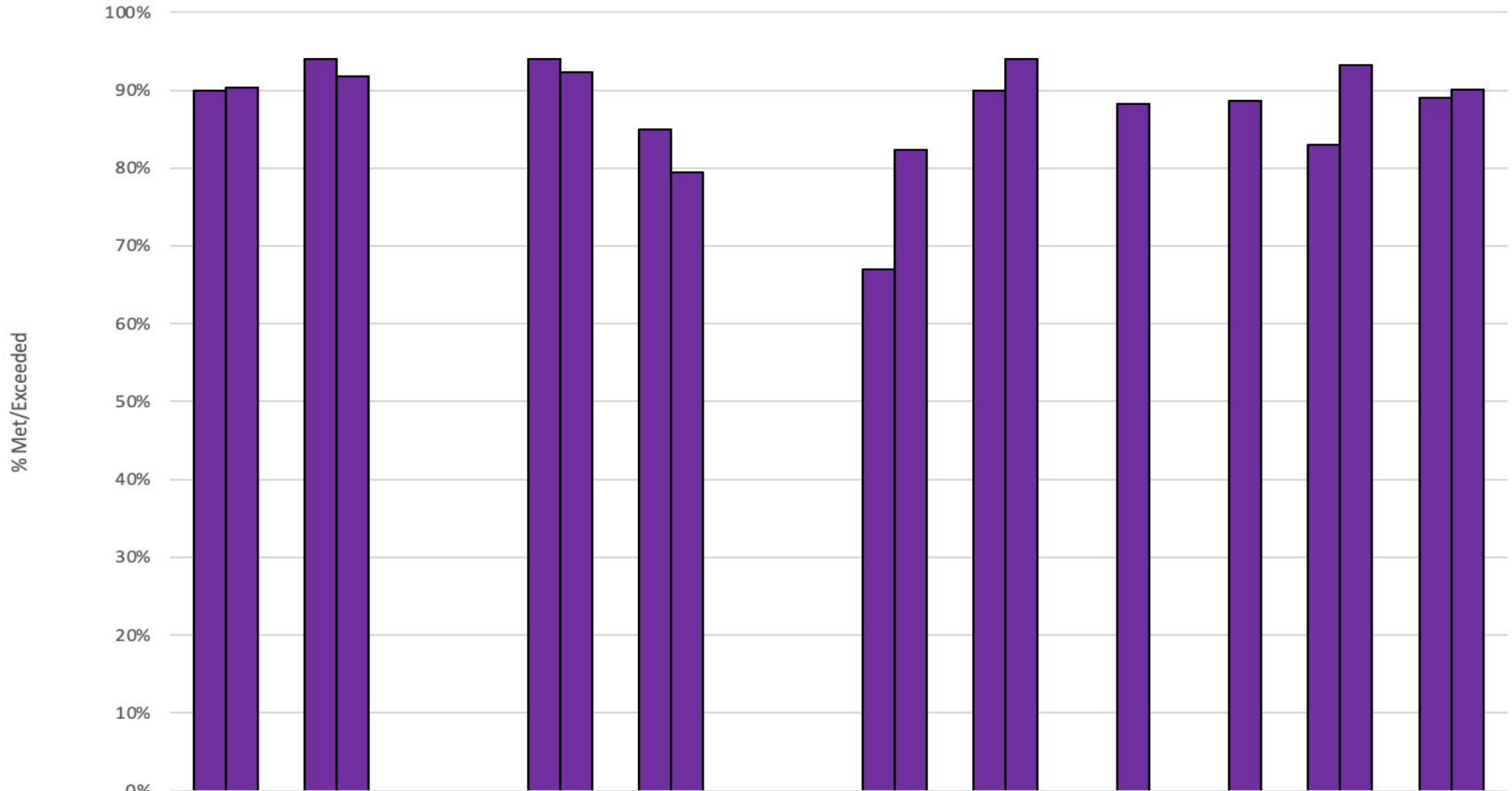


CAASPP ELA By Ethnicity



	MVWSD	Asian	Hispanic/Latino	White
2016 ELA	66%	83%	44%	86%
2017 ELA	66%	85%	44%	85%
2018 ELA	68%	87%	44%	88%
2019 ELA	71%	90%	49%	87%
2022 ELA	66%	90%	38%	83%

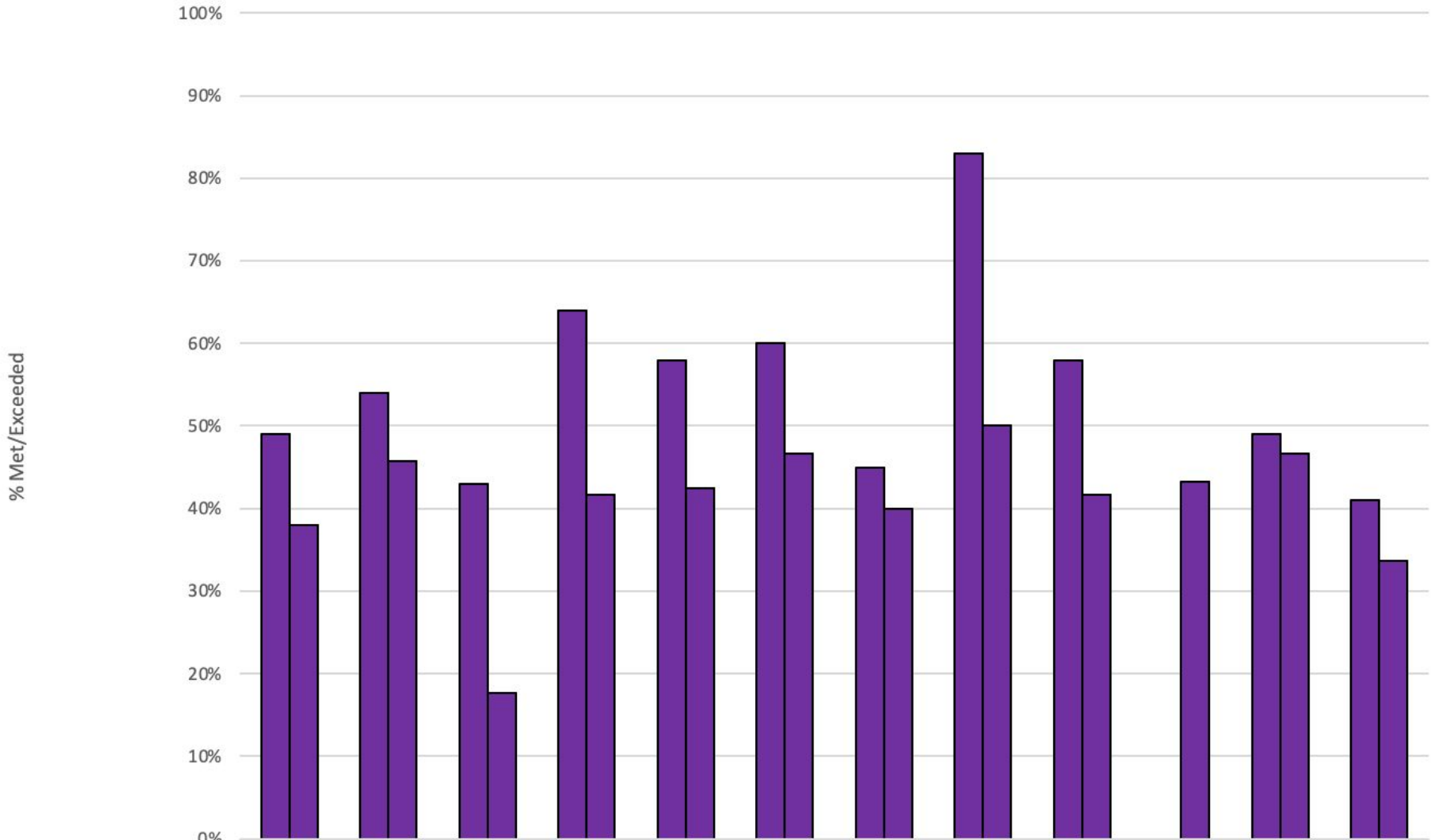
CAASPP ELA Asian



	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
■ 2019 Asian ELA	90%	94%		94%	85%		67%	90%			83%	89%
■ 2022 Asian ELA	90%	92%		92%	79%		82%	94%	88%	89%	93%	90%

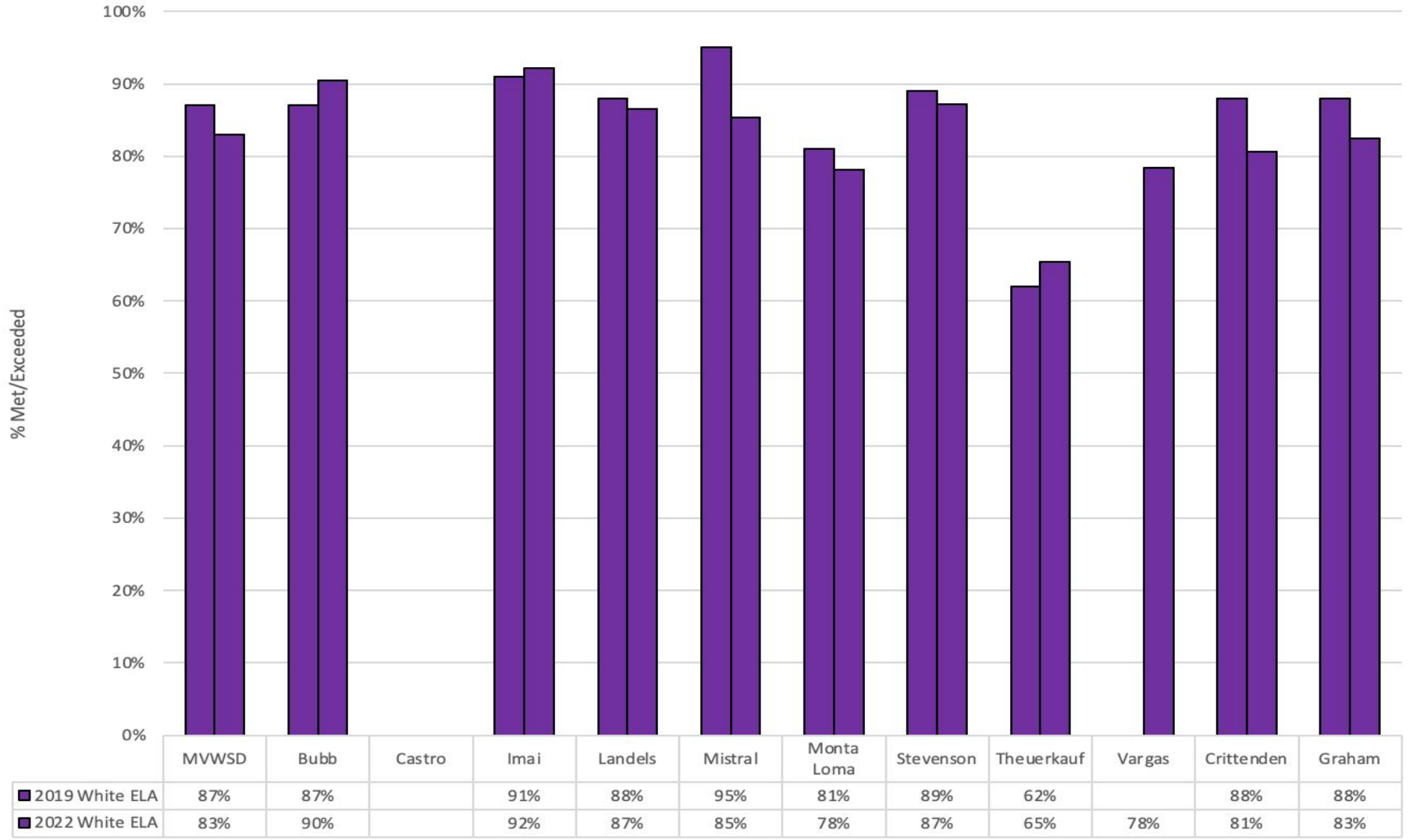
*If there are less than 10 students in a subgroup, their data is not reported

CAASPP ELA Hispanic or Latino



	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2019 Hispanic/Latino ELA	49%	54%	43%	64%	58%	60%	45%	83%	58%		49%	41%
2022 Hispanic/Latino ELA	38%	46%	18%	42%	42%	47%	40%	50%	42%	43%	47%	34%

CAASPP ELA White



*If there are less than 10 students in a subgroup, their data is not reported

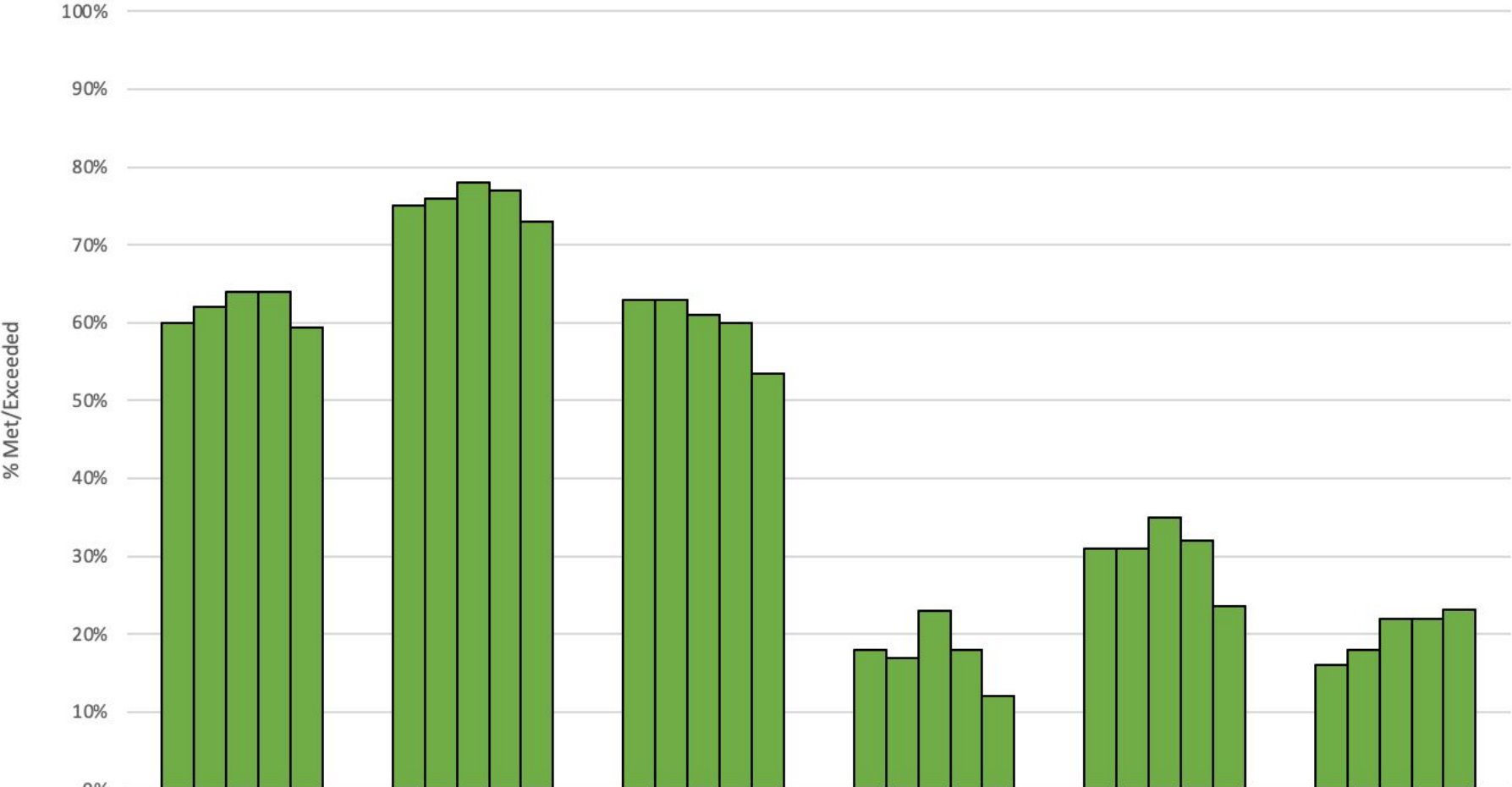
English Language Arts Outcomes

- In comparison to 2018-19 results, all subgroups show a decline except Asian (no change) and SWD (+4)
 - EO (-5)
 - RFEP (-4)
 - EL (-7)
 - SocioEconomically Disadvantaged (-10)
 - Hispanic/Latino (-11)
 - White (-5)

English Language Arts Outcomes

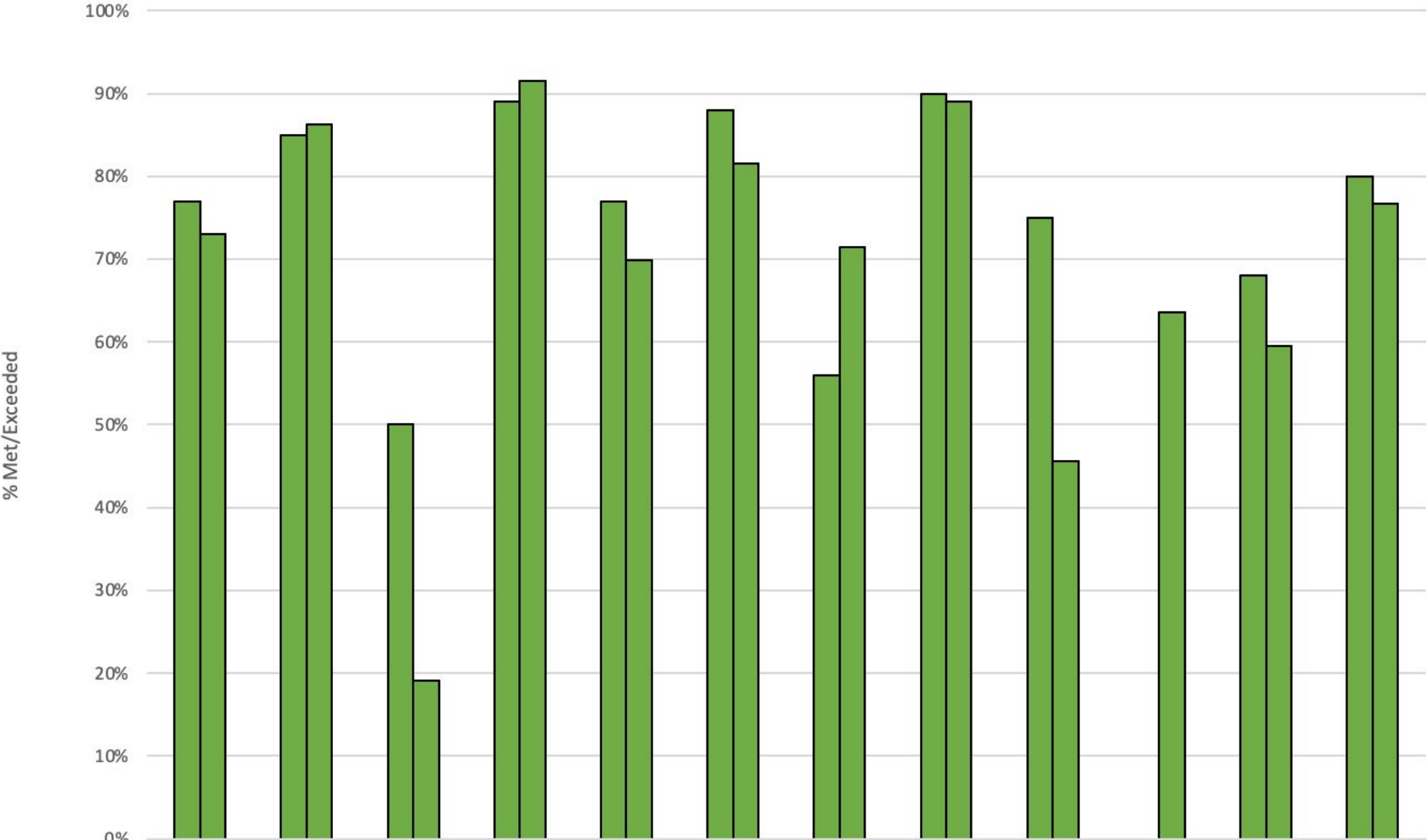
- School closures and Distance learning impacted student learning
- Even with a robust Distance Learning Plan most students were negatively impacted:
 - Instruction over virtual platforms is not the same as in-person instruction
 - Fewer opportunities for in-person oral language practice
 - Read alouds and fluency practice over virtual platform is different than in-person
 - 1:1 student reading instruction is more difficult to accomplish virtually than in-person
 - Although a shorter school day, SEL check-in/check-out, longer lunch period, Zoom break-out group transitions were valuable during Distance Learning and they took time from core instruction
 - While some students flourished over virtual platforms, tech fatigue set in for some students and families
 - Food, illness, and housing insecurities impacted families at varying degrees
 - Fluctuations in Covid cases and anxiety around new variants impacted students and families socially, emotionally and mentally

CAASPP Math By Subgroup



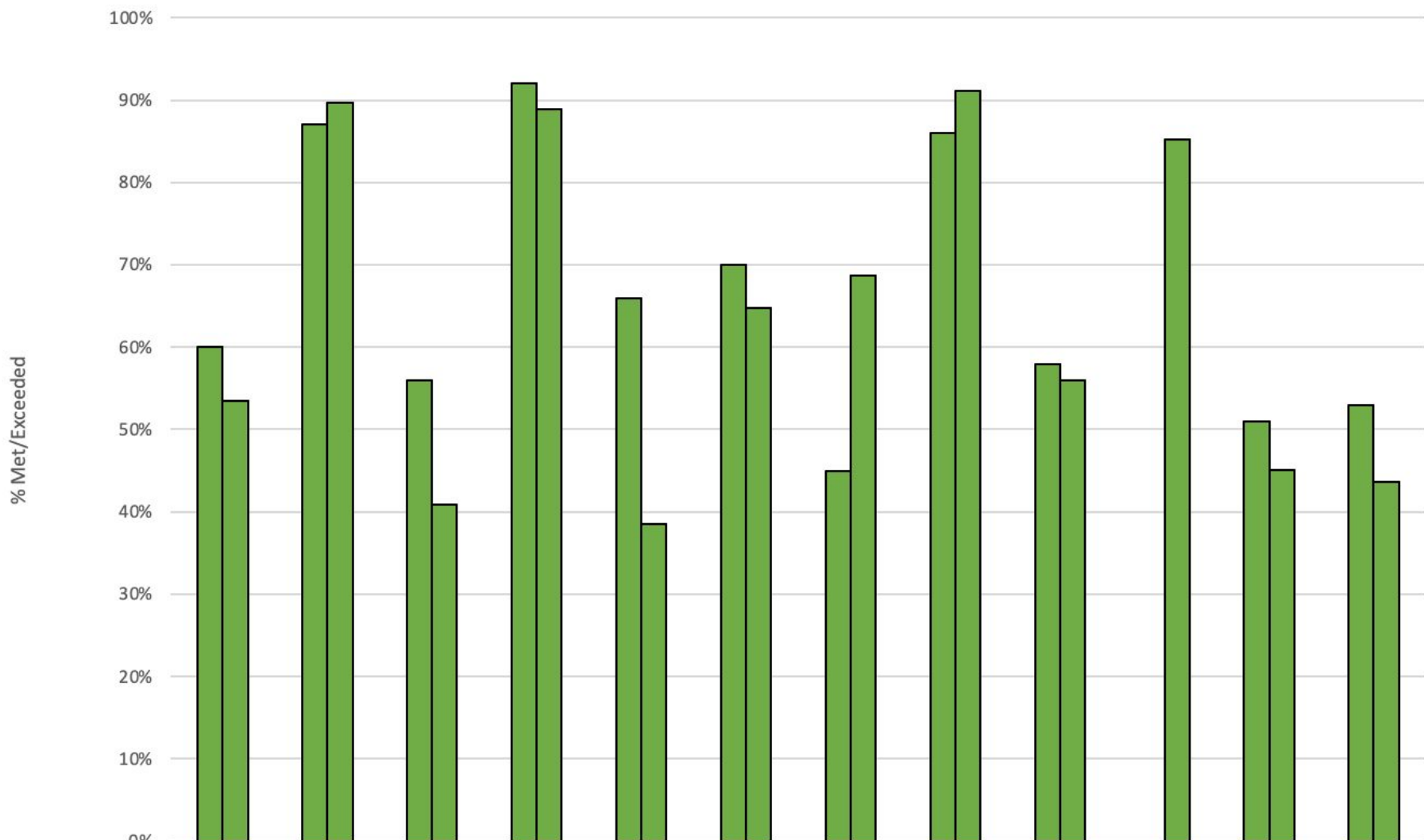
	MVWSD	English Only	Reclassified Fluent English Proficient	English Learner	Socio-Economically Disadvantaged	Students with Disabilities
2016 Math	60%	75%	63%	18%	31%	16%
2017 Math	62%	76%	63%	17%	31%	18%
2018 Math	64%	78%	61%	23%	35%	22%
2019 Math	64%	77%	60%	18%	32%	22%
2022 Math	59%	73%	54%	12%	24%	23%

CAASPP Math English Only



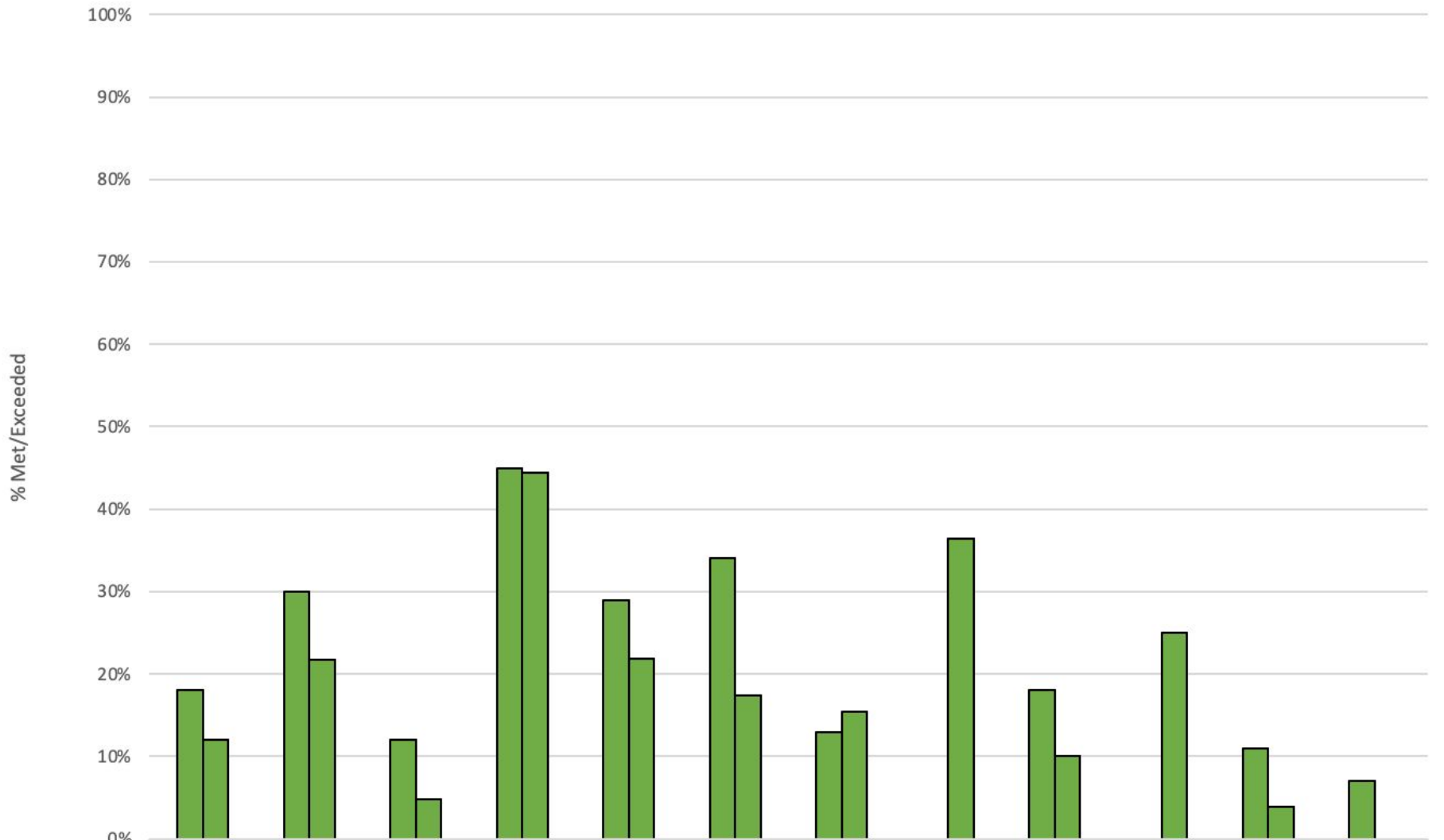
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2019 EO Math	77%	85%	50%	89%	77%	88%	56%	90%	75%		68%	80%
2022 EO Math	73%	86%	19%	92%	70%	82%	71%	89%	46%	64%	60%	77%

CAASPP Math Reclassified Fluent English Proficient



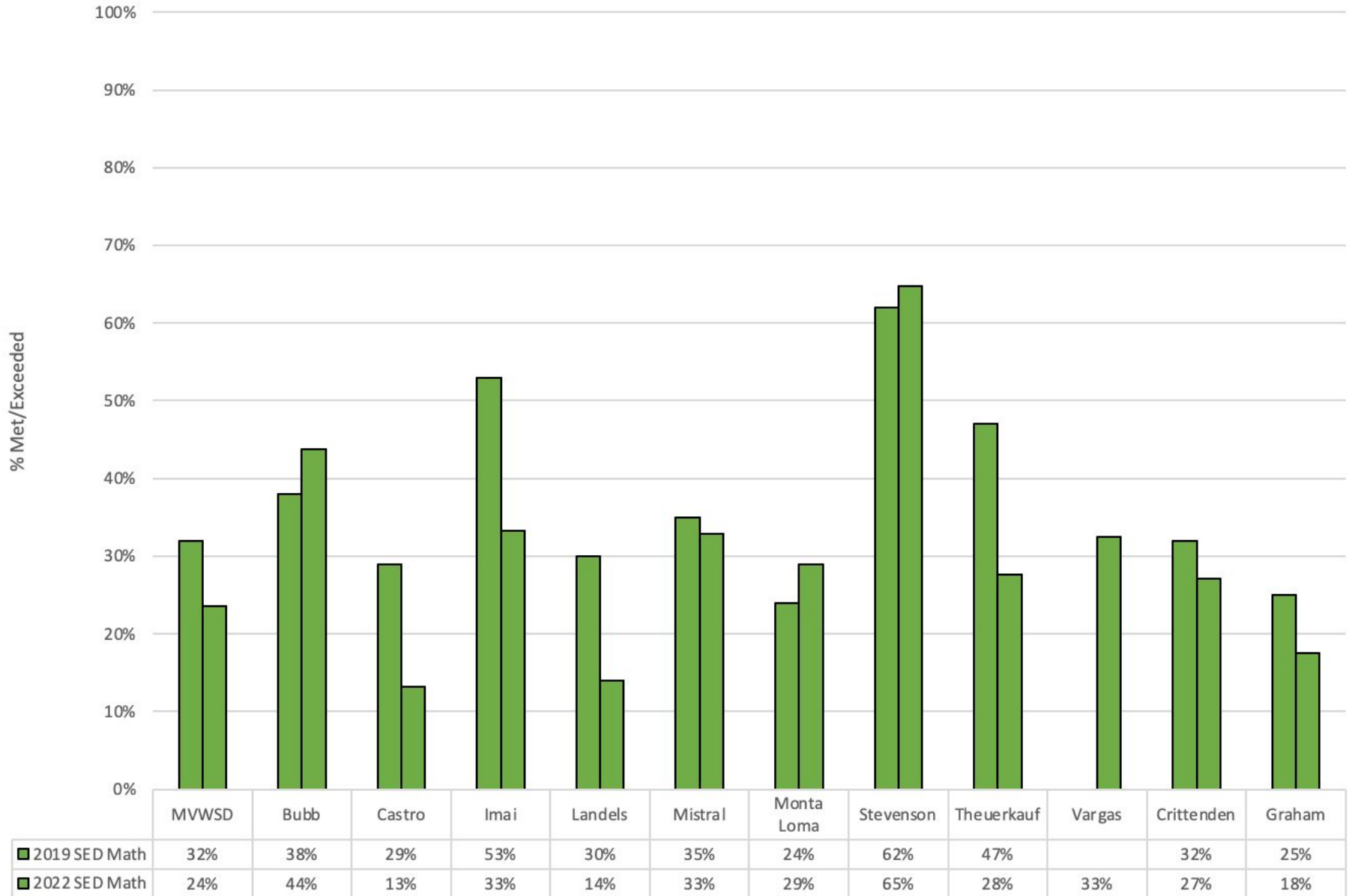
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2019 RFEP Math	60%	87%	56%	92%	66%	70%	45%	86%	58%		51%	53%
2022 RFEP Math	54%	90%	41%	89%	38%	65%	69%	91%	56%	85%	45%	44%

CAASPP Math English Learner

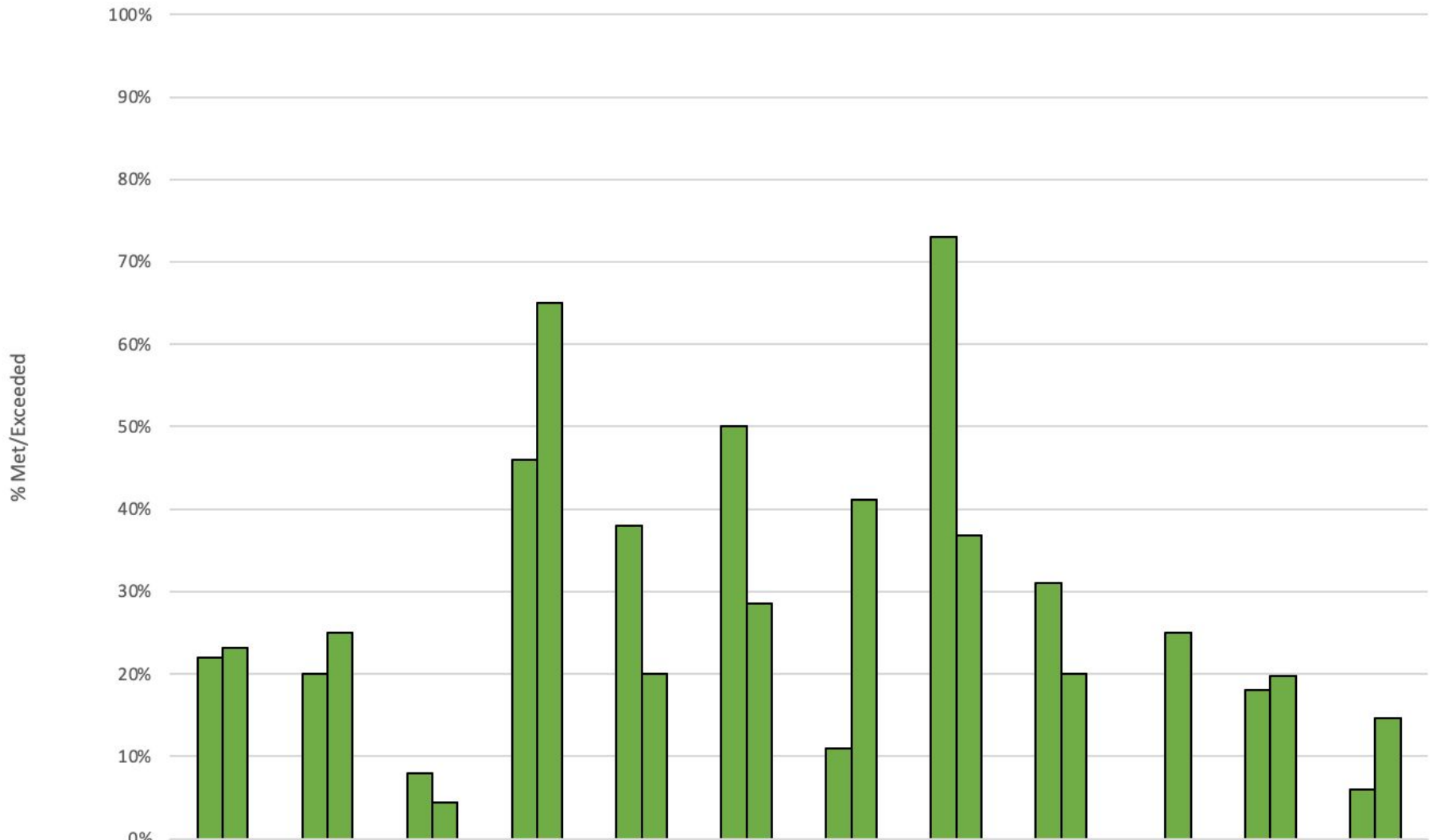


	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2019 EL Math	18%	30%	12%	45%	29%	34%	13%		18%		11%	7%
2022 EL Math	12%	22%	5%	44%	22%	17%	15%	36%	10%	25%	4%	0%

CAASPP Math Socio-Economically Disadvantaged

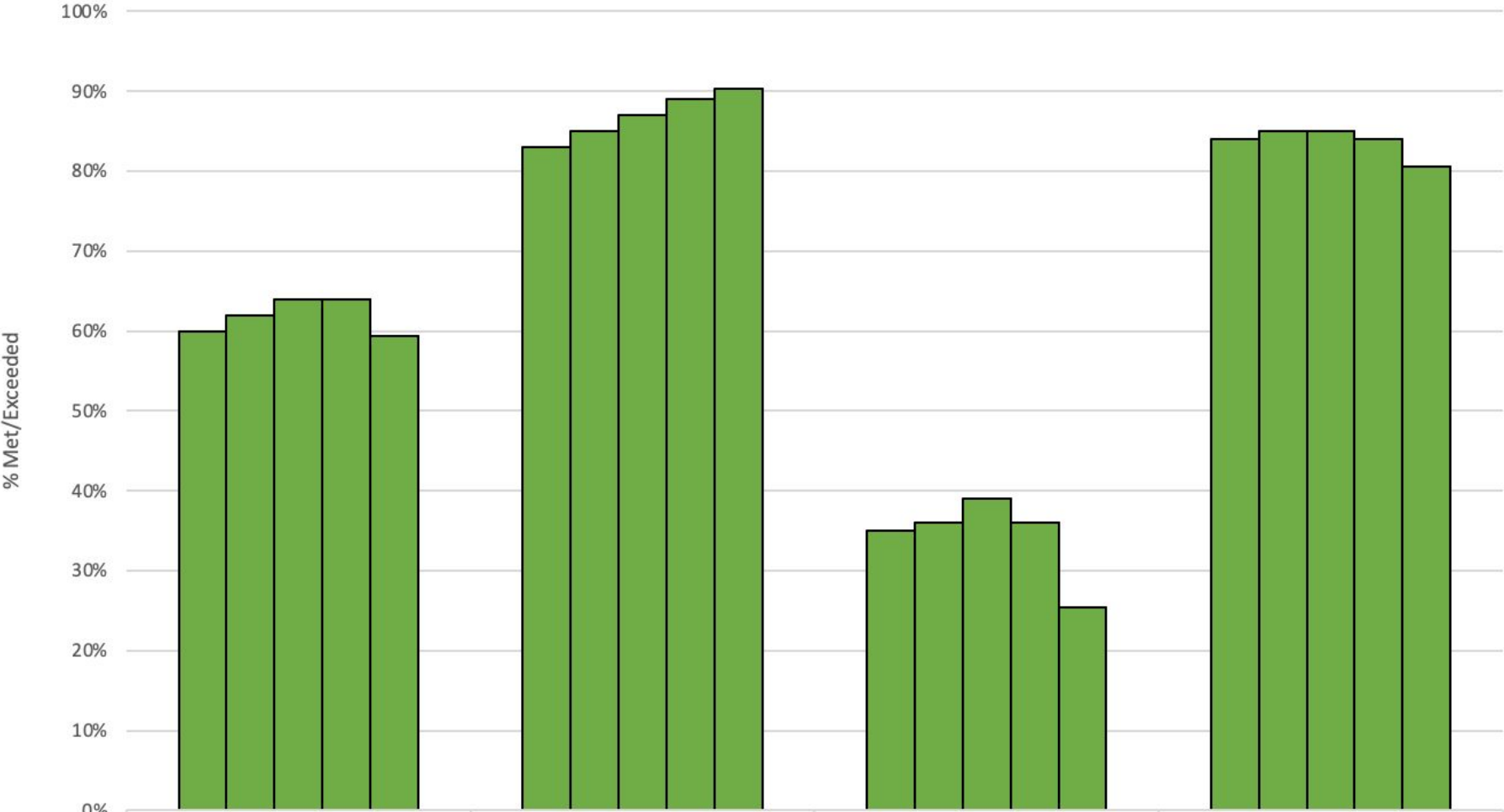


CAASPP Math Student with Disabilities



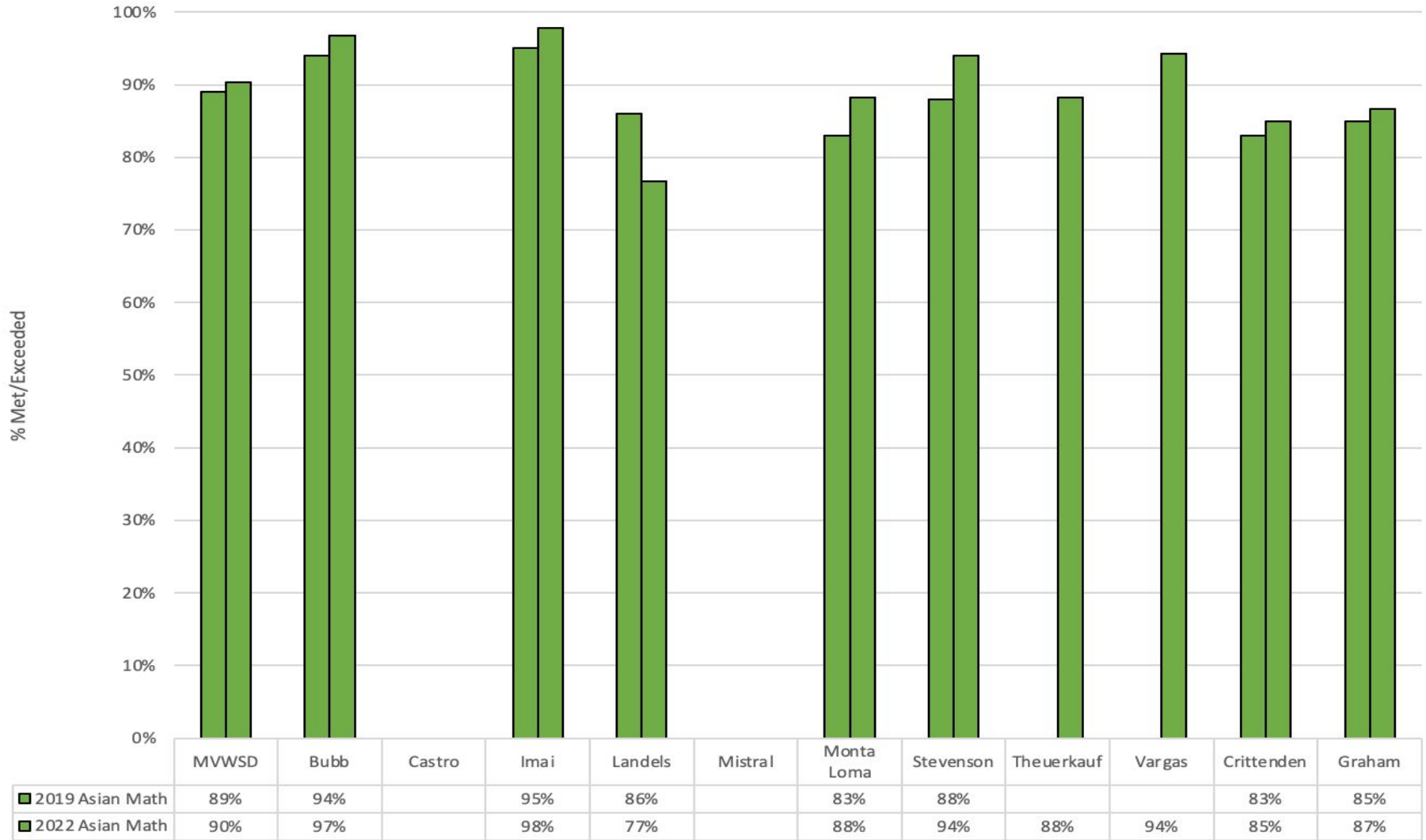
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2019 SWD Math	22%	20%	8%	46%	38%	50%	11%	73%	31%		18%	6%
2022 SWD Math	23%	25%	4%	65%	20%	29%	41%	37%	20%	25%	20%	15%

CAASPP Math By Ethnicity



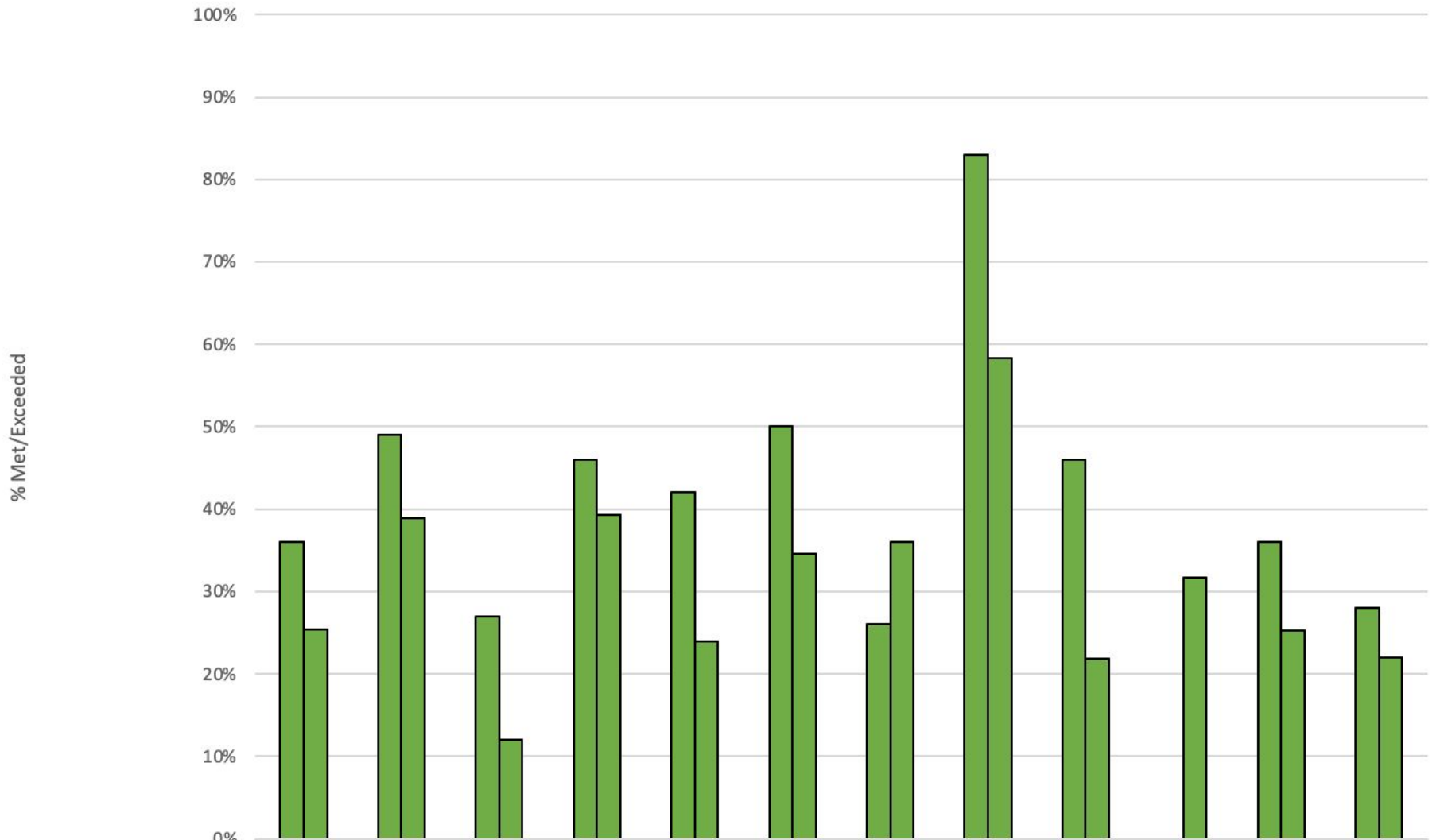
	MVWSD	Asian	Hispanic/Latino	White
2016 Math	60%	83%	35%	84%
2017 Math	62%	85%	36%	85%
2018 Math	64%	87%	39%	85%
2019 Math	64%	89%	36%	84%
2022 Math	59%	90%	25%	81%

CAASPP Math Asian



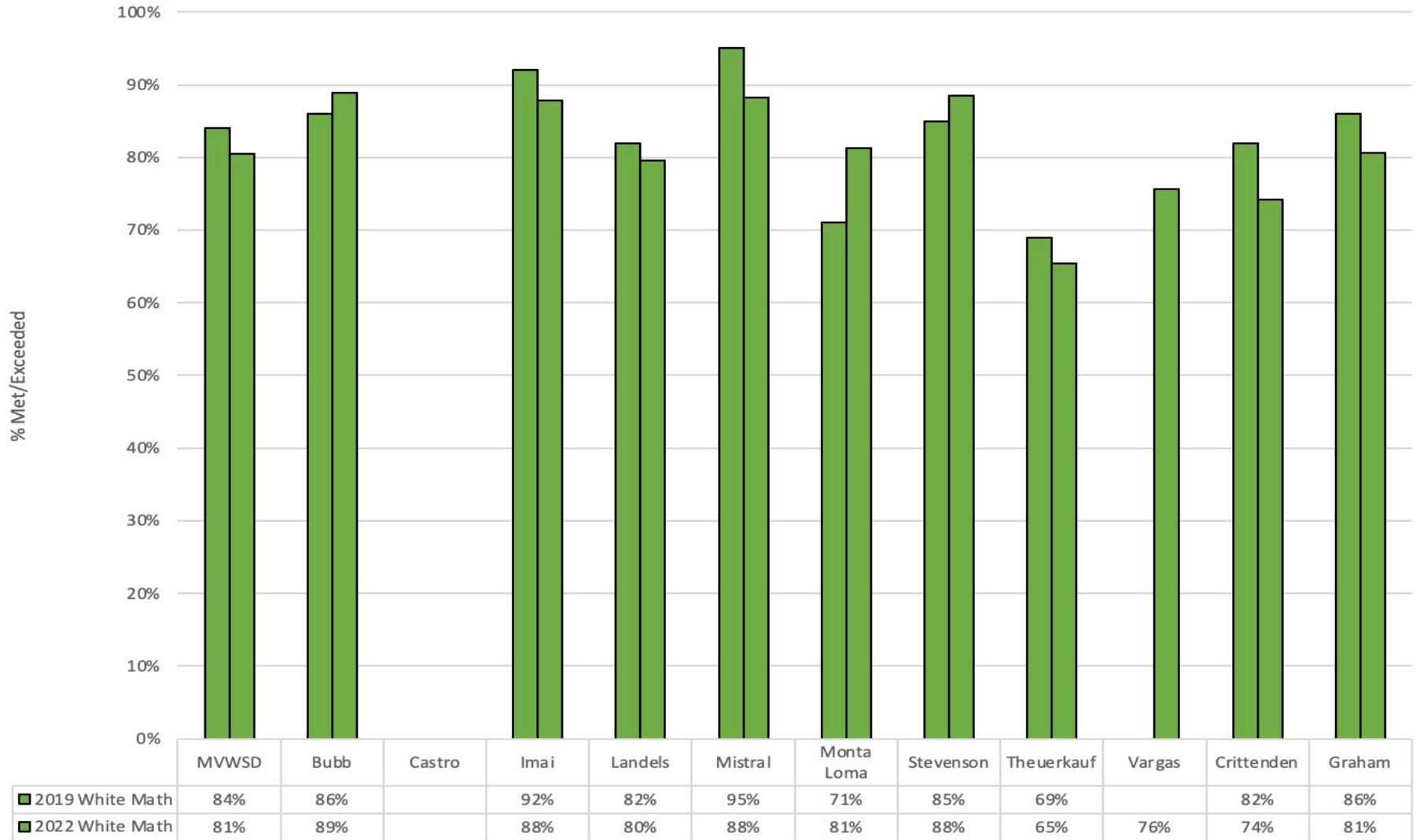
*If there are less than 10 students in a subgroup, their data is not reported

CAASPP Math Hispanic or Latino



	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2019 Hispanic/Latino Math	36%	49%	27%	46%	42%	50%	26%	83%	46%		36%	28%
2022 Hispanic/Latino Math	25%	39%	12%	39%	24%	35%	36%	58%	22%	32%	25%	22%

CAASPP Math White



*If there are less than 10 students in a subgroup, their data is not reported

Math Outcomes

- In comparison to 2018-19 CAASPP, all subgroups show a decline except SWD (+1) and Asian (+1)
 - EO (-5)
 - RFEP (-6)
 - EL (-6)
 - SocioEconomically Disadvantaged (-8)
 - Hispanic/Latino (-11)

Math Outcomes

- Math instruction over virtual platforms is not the same as in-person instruction
 - Limited opportunities to use math manipulatives
 - Showing computations to identify errors on screen is not the same as sharing on paper
 - Student engagement varies over virtual platforms
- Sites used their student data to determine RTI focus which varied across the District
- No Math Instructional Coach at middle schools to support teachers
- As mentioned earlier, Covid related absences, priorities, and insecurities impacted families and student learning



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Data Trends By Site

Data Trends By Site - ELA

Bubb	Overall 2 percentage point increase in ELA. Gains for all subgroups except EL (-11), Asian (-2), and Hispanic/Latino (-8). Significant increases for RFEP (+6), SocioEconomically Disadvantaged (+7), and Students with Disabilities (+6)
Castro	Overall 26 percentage point decrease in ELA. All subgroups declined. Significant decreases for SocioEconomically Disadvantaged (-17), Students with Disabilities (-17) and Hispanic/Latino (-25)
Imai	Overall 1 percentage point decrease in ELA. Most significant increases for SocioEconomically Disadvantaged (+16) and Students with Disabilities (+34). Significant decrease for Hispanic/Latino (-22)
Landels	Overall 9 percentage point decrease in ELA. Most significant decline for RFEP (-12), EL (-26) and SocioEconomically Disadvantaged (-21)
Mistral	Overall 13 percentage point decrease in ELA. RFEP students increase (+3). Significant declines for English Learners (-16), SocioEconomically Disadvantaged (-12), Hispanic/Latino (-13), and Students with Disabilities (-15)
Monta Loma	Overall 3 percentage point increase in ELA. Most significant increase for RFEP (+11), Asian (+15) students. No change for ELs and Students with Disabilities increases (+9). Decrease for Hispanic/Latino students (-5)

Data Trends By Site - ELA

Stevenson	Overall 1 percentage point decrease in ELA. Increases for Asian (+4) and SocioEconomically Disadvantaged (+3). Most significant decline for Hispanic/Latino students of all schools (-33). Students with Disabilities declined (-13)
Theuerkauf	Overall 9 percentage point decrease in ELA. Gains for White students (+3) and for RFEP students (+4). Most significant decline for English Only students (-27). Declines for Hispanic/Latino (-16), Students with Disabilities (-3) and EL students (-7)
Vargas	2021-22 was first year Vargas students took the CAASPP assessments. Overall 68% of students met or exceeded standards. RFEP students 74% proficient, Hispanic/Latino students 43% proficient, SocioEconomically Disadvantaged students 38% proficient, and ELs 25% proficient
Crittenden	Overall 1 percentage point decrease in ELA. Significant increases with Asian students (+10) and Students with Disabilities (+5). Slight decreased for EL (-1), Hispanic/Latino (-2), and RFEP students (-1). Decline for English Only students (-7)
Graham	Overall a 6 percentage point decrease in ELA. Significant gain for Students with Disabilities (+11). Declines for SocioEconomically Disadvantaged (-10), RFEP (-7), and Hispanic/ Latino students (-7). EOs and ELs also show decline (-5)

Data Trends By Site - Math

Bubb	Overall 3 percentage point increase in Math. Most subgroups show gains except for Hispanic/Latino (-10) and ELs (-8). Gains for RFEP students (+3), Students with Disabilities (+5), SocioEconomically Disadvantaged (+6), Asian (+3) and White students (+3).
Castro	Overall 17 percentage point decrease in Math. All subgroups decreased. Most significant decline for EOs (-31), SocioEconomically Disadvantaged (-16), RFEP (-15) and Hispanic/Latino (-15).
Imai	Overall 1 percentage point increase in Math. Significant gain for Students with Disabilities (+19). Significant decrease for SocioEconomically Disadvantaged (-20). Additional decreases for Hispanic/Latino students (-7) and White (-4).
Landels	Overall 12 percentage point decrease in Math. All subgroups decreased. Significant declines for RFEP (-18), Hispanic/Latino (-18), Students with Disabilities (-18) and SocioEconomically Disadvantaged (-16).
Mistral	Overall 14 percentage point decline in Math. Significant declines for ELs (-17), Hispanic/Latino (-15), and Students with Disabilities (-21). Declines also for RFEP (-5) and for SocioEconomically Disadvantaged (-2)
Monta Loma	Overall 15 percentage point gain in Math - most gain of all schools. Most significant increase for Students with Disabilities (+30), RFEP (+24), EOs (+15), White (+10) and Hispanic/Latino students (+10)

Data Trends By Site - Math

Stevenson	No change from previous CAASPP test administration. Overall 88% met or exceeded standards. Increases for Asian (+6), RFEP(+5), SocioEconomically Disadvantaged (+3), and White (+3). Most significant decline for Students with Disabilities (-36) and Hispanic/Latino students (-25).
Theuerkauf	Overall 12 percentage point decrease in Math. All subgroups declined. Significant decreases for EO (-29), Hispanic/Latino students (-24), and SocioEconomically Disadvantaged (-19). Declines also for ELs (-8), White (-4), and RFEP (-2).
Vargas	2021-22 was first year Vargas students took the CAASPP assessments. Overall 64% of students met or exceeded standards. RFEP students 85% proficient, SocioEconomically Disadvantaged were 33% proficient, Hispanic/Latino students 32% proficient, and ELs 25% proficient
Crittenden	Overall 6 percentage point decrease in Math. Increases with Asian students (+2) and Students with Disabilities (+2). All other subgroups decreased - Hispanic/Latino (-11), ELs (-7), RFEP (-6), and SocioEconomically Disadvantaged (-5)
Graham	Overall a 5 percentage point decrease in Math. Increases for Students with Disabilities (+9) and Asian students (+2). Significant declines for ELs (-7), SocioEconomically Disadvantaged (-7), RFEP (-7), and Hispanic/ Latino students (-6)



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Considerations

Considerations

- 2021-22 CAASPP data clearly shows the impact of pandemic on student learning particularly for our at-risk students
- MVWSD had not participated in CAASPP testing in two years
 - 2019-20: testing suspended
 - 2020-21: took option to administer local assessments
- 3rd, 4th and 5th graders took CAASPP for the first time
- Spring 2022 should be considered baseline data although it is important to remember that the 2021-22 school year is not comparable to the 2018-19 school year.
 - The District returned to in person learning although learning environments were impacted by COVID protocols
 - The spikes in COVID cases caused increased numbers of student and staff absences as well as worry and stress which impacted learning
- In the past we were able to compare cohort data and make year to year comparisons for groups of students now with the gap in testing years we can no longer do this
- While familiar with the i-Ready platform, all students and staff had to relearn the CAASPP testing platform and how to access the supports which is very different

Considerations

- The spring 2019 version of the SBAC and the spring 2022 version are significantly different and caution should be taken when comparing scores
 - The number of questions in the CAT portion was decreased by 50%
 - The Performance Task score is dependent on the level of difficulty of the assigned task and student performance on the task itself.
 - No performance area information is provided at the student level which reduces the usefulness of the results
- The state has approved the short form for use in spring 2023
- In absence of SBAC performance area scores, it is valuable to have i-Ready as our local assessment
 - Provides domain level and standards level data for individual students and schools



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Next Steps

Next Steps

- **MTSS (Multi-Tiered System of Supports)**
 - Support sites and departments in using new data protocol and data cycles to inform instructional decisions
 - Revise and refine protocol as needed
 - Response to Instruction
 - Data is used to group students by instructional needs
 - Student progress is reviewed every 6-8 weeks and new groups are formed as needed in alignment with the new data cycles
 - More frequent data cycles ensures that students, specifically those most at risk, are receiving the support and instruction needed
- **School Plans**
 - Use SBAC and i-Ready data to develop, revise or refine actions for 2022-23 to ensure positive outcomes for students
 - Specific action steps to support at-risk student subgroups - ELs, SED, Hispanic/Latino students
 - Designated ELD time - 150 minutes per week
 - Integrated ELD through SIOP implementation

Next Steps

- **Extended Learning Opportunities Program (ELOP)**
 - Partnering with YMCA and Right at School
 - Extend school day for most at-risk students
 - Help lower the logistical, financial burden of after school childcare for qualifying families
 - Through the course of the year, as the program strengthens, students will have more opportunities for
 - structured homework assistance
 - supervised play
 - extension activities
- **Instructional Coaching**
 - All elementary schools continue to have 1 instructional coach (Castro has 2) and middle schools share content area coaches (ELA, Soc. Stu, Sci, Math)
 - A technology TOSA and ELD TOSA have been added and a math coach was hired for 2022-23

Next Steps

- **Support for Staff, Students, and Families**
 - Exploring partnership with Acknowledge Alliance to support school staff
 - Opt-in therapeutic counseling support for staff at school sites
 - Helps staff navigate their own well-being so they can support the social, emotional, and academic development of students
 - Continued support for all our school sites through
 - At-Risk Coordinators
 - School and Community Engagement Facilitators
- **Additional Support for Castro School**
 - Two instructional coaches instead of one to support improved instruction
 - Instructional Assistants in grades K-2 to lower class size and provide opportunities for small group instruction to close learning gaps
 - Additional SCEF and At-Risk staff to support families

Next Steps

- **Professional Development**
 - Teachers - SIOP, MTSS - data protocol and data cycles, dyslexia (elementary), Job-Embedded Discovery Education (STEAM Teachers), supporting student behavior
 - Coaches - SIOP, MTSS- Data Protocol and data cycles, Discovery Education, Dyslexia and reading strategies
 - Administrators - SIOP, MTSS - Data Protocol and data cycles, Job-embedded Discovery Education, Dyslexia and reading strategies
 - Site Teams will be provided training on upcoming CAASPP 2022-23 test administration

Next Steps

- **Social Emotional Learning**
 - Focus on Self Awareness and Self Management competencies
 - Teacher training beginning of year on Safe and Supportive Environments
 - Direct classroom instruction support through CHAC
 - Sown to Grow program implementation
- **Other**
 - Using SBAC 2021-22 as a baseline, there will be an additional focus on preparing students for Performance Tasks (longer, more complex analysis questions)
 - Review of May 2022 i-Ready and CAASPP results reflects a correlation
 - A report for the Board of Trustees will be created and presented at later date
 - 2021-22 SBAC data will be used for the California Dashboard which is anticipated to be released in December
 - Staff will bring a presentation to the Board of Trustees on results when Dashboard is released

Questions?