

*Mountain View Whisman School District*

**Agenda Item for Board Meeting of November 3, 2022**

**Agenda Category:** Review and Discussion

**Agenda Item Title:** 2021-22 Assessment Report: California Assessment of Student Performance and Progress (CAASPP)

**Estimated Time:** 45 minutes

**Person Responsible:** Swati Dagar, Director of Curriculum, Instruction, and Assessment  
Cathy Baur, Chief Academic Officer

**Background:**

The **C**ALifornia **A**ssessment of **S**tudent **P**erformance and **P**rogress (CAASPP) is the state's academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. 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

English Language Arts (ELA) and mathematics tests are developed by the Smarter Balanced Assessment Consortium - SBAC.

The 2021-22 CAASPP test administration became required by the state after a gap of two years. In the 2019-20 school year, CAASPP testing was canceled due to school closures caused by Covid-19 pandemic. In the 2020-21 school year, school districts were given a choice to administer CAASPP or to administer their local assessments. MVWSD opted to administer i-Ready assessments. Students in grades 3-8 at MVWSD took the CAASPP assessment at the end of the 2021-22 school year. This report shows student achievement on the 2021-22 Smarter Balanced ELA and Mathematics tests.

**English Language Arts and Mathematics Computer Adaptive Tests (CAT)**

A part of the Smarter Balanced assessment is computer adaptive. A Computer Adaptive Test or CAT is based on a very large item bank covering all areas assessed and varying levels of difficulty. There is an algorithm or programming language, which is a step-by-step approach that tells the CAT what to do next based on the student's answers. Therefore, the test adapts as the student takes the test. There are rules that ensure each student's test contains grade-appropriate questions providing a balance of question types, reading passage lengths and difficulty. Additionally, there is a blueprint for the CAT that ensures that the structure of the test is similar for every student. The blueprint ensures

that test questions are administered in a logical way and keeps the student's experience controlled and appropriate for him or her. In 2020-21, California Department of Education adopted an adjusted, shorter form blueprint for grade levels. The adjusted blueprints have fewer questions for the computer-adaptive section of the Smarter Balanced assessments. There are approximately 50% less questions as compared to previous test administrations. While this report compares results from previous administrators of the SBAC tests caution should be exercised as the two tests are different. The shorter form assessment continued for 2021-22 state testing and recently, has also been adopted for 2022-23.

### **English Language Arts and Mathematics Performance Task (PT)**

The other portion of the Smarter Balanced assessment is the Performance Task, also known as the PT. Performance tasks measure a student's ability to integrate knowledge and skills across multiple standards. Performance tasks are used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items.

### **Final Scoring**

The final score is based on pattern scoring. The pattern of responses is tracked and a revised estimate of the student's performance is calculated. Scores from the Computer Adaptive (CAT) portion of the test are based on the difficulty of the items that were right or wrong, not on the total number of correct answers. The test question bank for a particular grade level is designed to include an enhanced pool of test questions that are more or less difficult, but still match the test blueprint for that grade. Because the program knows which questions are harder and which are easier, several students may have answered a similar number of questions correctly, but the student who has answered the more challenging questions correctly will achieve a higher score.

The CAT and PT contain items that are machine scored and hand scored. After the responses requiring hand scoring are scored, they are merged with items that are machine scored. The number of items per CAT and PT by grade span have been defined by the test blueprint. Based on the test blueprint, the CAT section is emphasized because there are more CAT items/points than PT items/points. The PT makes up roughly about 25% of the students' score although the difficulty levels in the PTs vary and can affect scores markedly more or less depending on student performance. The test blueprint also includes performance areas (claims), which are broad, evidence-based statements about what students know and can do as demonstrated by their performance on the subsets of the assessments. Performance areas are like reporting clusters. The performance areas with more items contribute more to the overall score. For example, in mathematics, Concepts and Procedures have more items than the others, and therefore, contribute more to the overall score for mathematics.

Since scores are based on pattern scoring, groups of items that are more difficult will have a larger contribution to the final score. After estimating the student's overall ability, it is mapped onto the reporting scale. Scores are on a vertical scale. This enables the

district to measure student growth over time across grade levels. For each grade level and content area, there is a separate scale score range.

The scale score is a four-digit number and there is a minimum and maximum for each grade level and for each subject.

Students will receive one of four score levels.

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

### Scaled Score Ranges by Grade Level

#### English Language Arts/Literacy Scale Score Ranges (2020–21 and Forward)

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2115	2650	2115–2366	2367–2431	2432–2489	2490–2650
4	2140	2690	2140–2415	2416–2472	2473–2532	2533–2690
5	2200	2730	2200–2441	2442–2501	2502–2581	2582–2730
6	2230	2770	2230–2456	2457–2530	2531–2617	2618–2770
7	2260	2810	2260–2478	2479–2551	2552–2648	2649–2810
8	2290	2850	2290–2486	2487–2566	2567–2667	2668–2850
11	2300	2900	2300–2492	2493–2582	2583–2681	2682–2900

#### Mathematics Scale Score Ranges (2020–21 and Forward)

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2190	2660	2190–2380	2381–2435	2436–2500	2501–2660
4	2205	2700	2205–2410	2411–2484	2485–2548	2549–2700
5	2220	2740	2220–2454	2455–2527	2528–2578	2579–2740
6	2235	2780	2235–2472	2473–2551	2552–2609	2610–2780
7	2250	2820	2250–2483	2484–2566	2567–2634	2635–2820
8	2265	2860	2265–2503	2504–2585	2586–2652	2653–2860
11	2280	2900	2280–2542	2543–2627	2628–2717	2718–2900

### Individual Student Reports

In August, parents of current students in grades 4–8 were provided with online access to their individual student score reports for the California Assessment of Student Performance and Progress through the PowerSchool Parent Portal. These reports included information about their child’s performance on CAASPP in English Language Arts/literacy and mathematics. The CAASPP reports include an overall student performance level, score history (if the student took a CAASPP Assessment in previous grades). No individual performance area (claim) scores were reported on the 2021-22 CAASPP student score reports. Previously, ELA results have included information about the students’ performance in the areas of reading, writing, listening, and research/inquiry. Reports of mathematics results have included information about student's performance in problem solving, using concepts and procedures, and in communicating mathematical reasoning. This year, due to the shorter form assessment and fewer CAT questions in each of the performance areas, there are not enough items on the assessment to provide valid results down to the performance area level for individual student scores. The performance area results, when released, will be available for groups of 30 or more students. In the absence of individual performance area scores, it is difficult to do an in-depth analysis of student performance so having i-Ready as a District assessment is important as it provides domain level data at the student, school, and district level. This domain-level data informs teaching and learning by providing deep insights into student strengths and areas for targeted instruction.

### Demographic Data

The following charts outline the District’s demographic data for students in grades 3 - 8 who took the CAASPP assessments.

<b>District Demographics (Testing grades only)</b>					
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>English Learners</b>	19% (612)	17% (550)	18% (578)	17% (525)	18% (532)
<b>Reclassified Fluent English Proficient</b>	26% (838)	26% (841)	23% (739)	24% (741)	22% (651)
<b>SocioEconomically Disadvantaged</b>	38% (1224)	35% (1133)	34% (1092)	31% (958)	29% (858)
<b>Students with Disabilities</b>	11% (354)	11% (356)	12% (385)	13% (402)	12% (355)

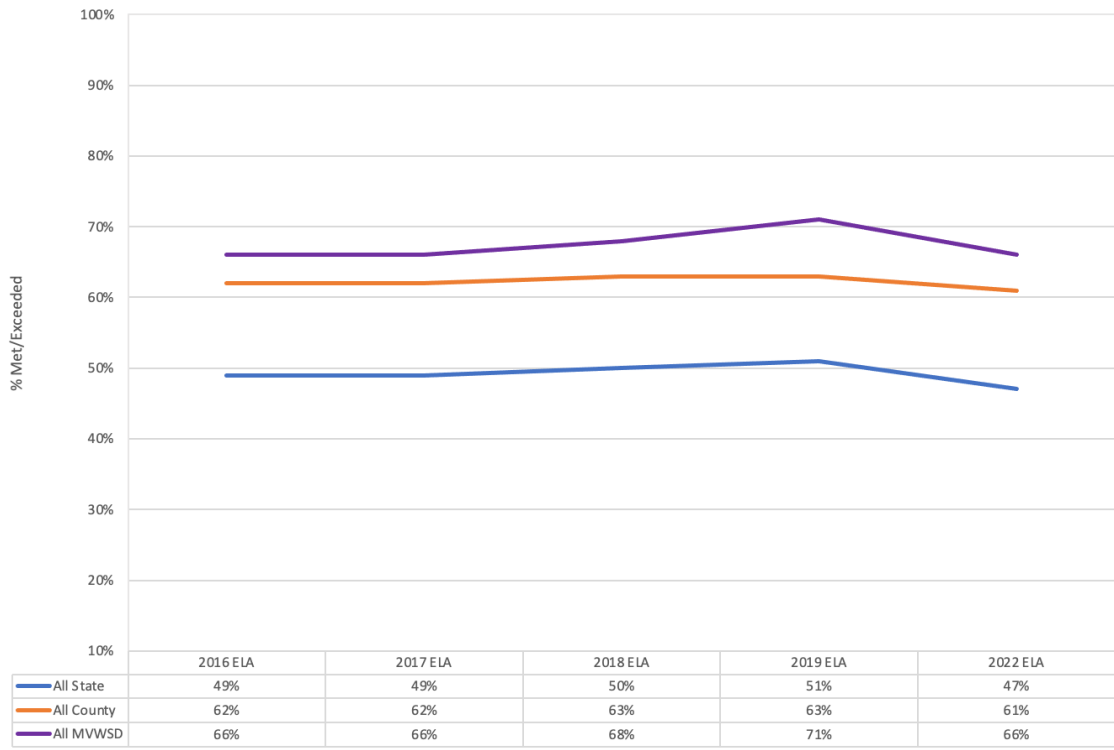
<b>White</b>	29% (934)	30% (971)	29% (931)	27% (834)	25% (740)
<b>Asian</b>	13% (419)	14% (453)	15% (482)	18% (556)	19% (562)
<b>Hispanic/Latino</b>	42% (1321)	40% (1294)	38% (1220)	38% (1174)	38% (1124)
<b>Total Enrollment</b>	3222	3236	3212	3089	2958

Student demographics are continuing to change slightly in MVWSD. Some groups remain fairly constant, such as students with disabilities, while other groups, such as SocioEconomically Disadvantaged, are changing more rapidly. While this chart displays five years worth of demographic data, it is important to note that in 2017-18, SocioEconomically Disadvantaged made up 38% of our student population and Hispanic/Latino students made up 42% of our student population. This trend changed in 2021-22 with SocioEconomically Disadvantaged making up 29% of our student population and Hispanic/Latino making up 38% of our student population. Another consideration while reviewing the data is that our English Learner subgroup is ever changing. English Learners who meet or exceed standard on CAASPP (ELA) are reclassified and are then no longer part of the English Learner subgroup the following year. In addition, each year as new students enter the District, they are assessed, if needed, based on their home language survey and classified as English Language Learners.

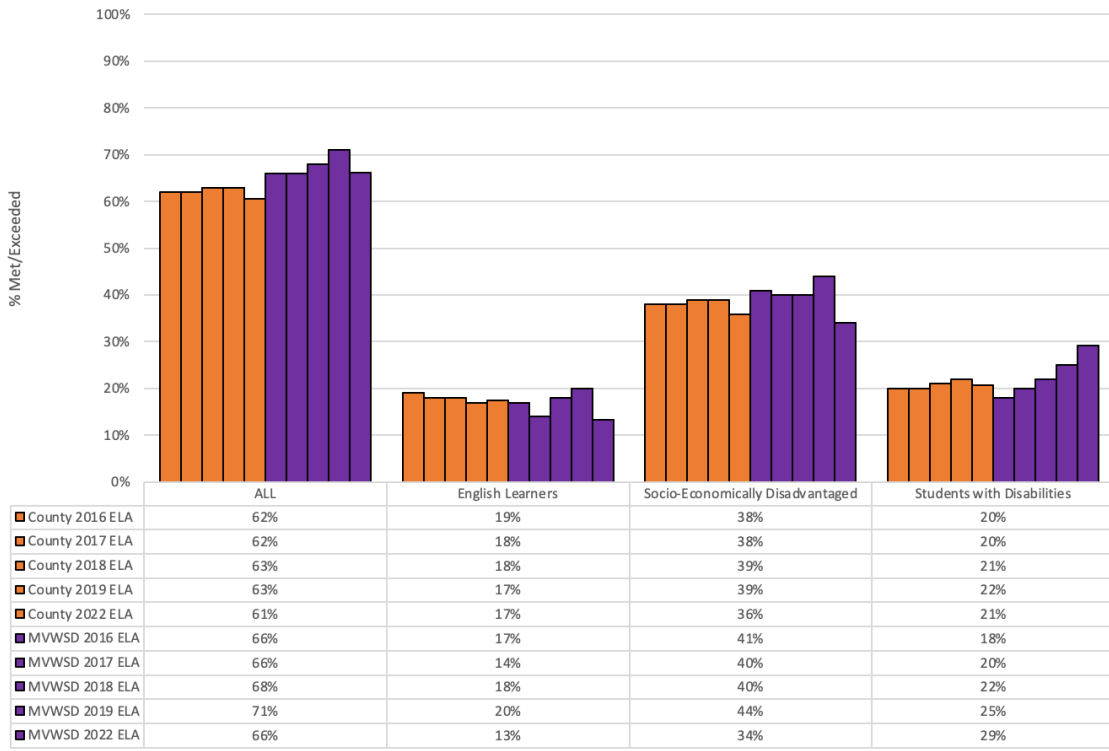
### **Results - Santa Clara County/District Comparison**

The following charts display results from Santa Clara County compared to results from MVWSD for both English Language Arts and mathematics both overall and by major subgroups. Please note that overall scores for Santa Clara County include results from students in 11th grade.

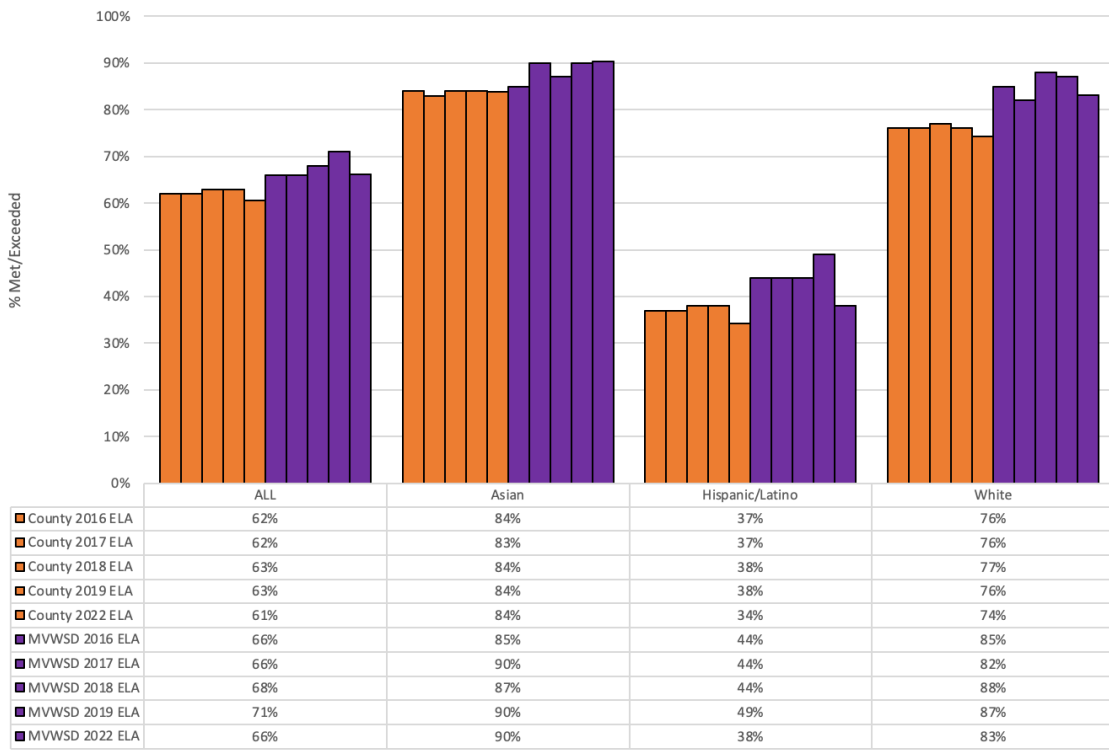
CAASPP ELA  
State, County and District



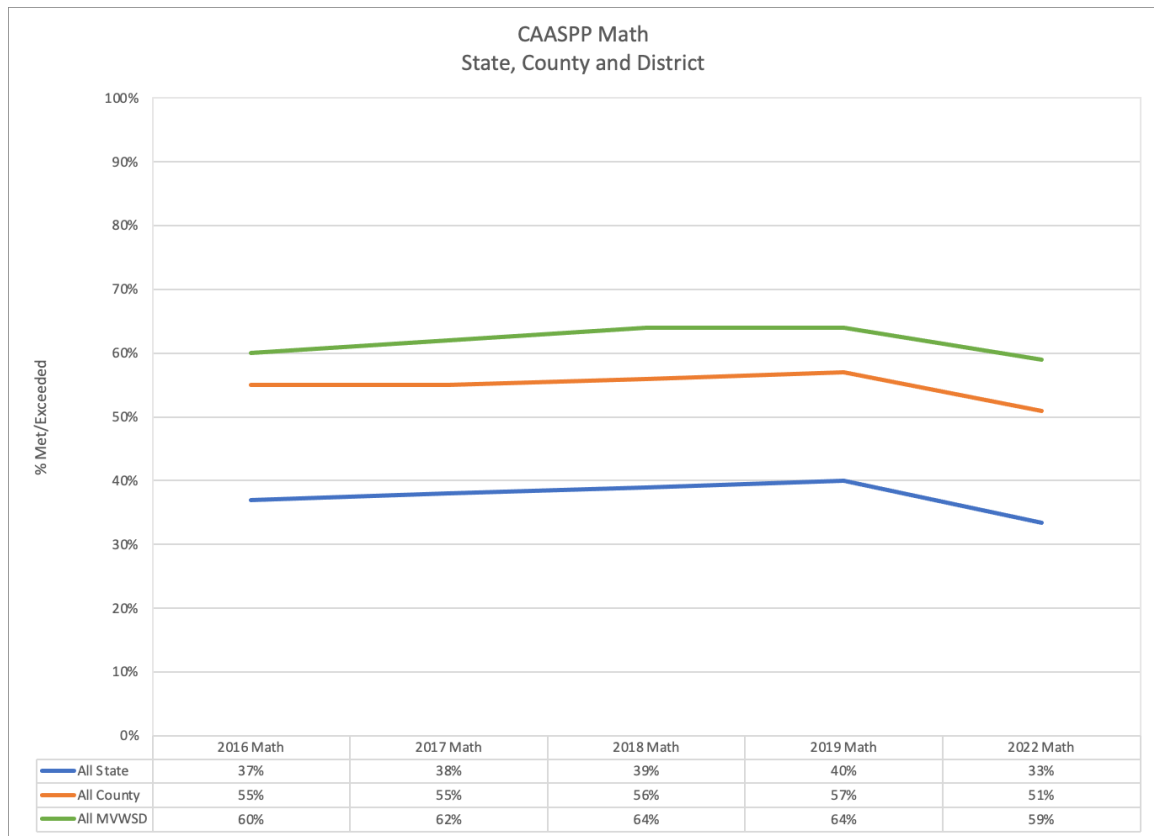
### CAASPP ELA County and District Subgroups



### CAASPP ELA County and District Ethnicity

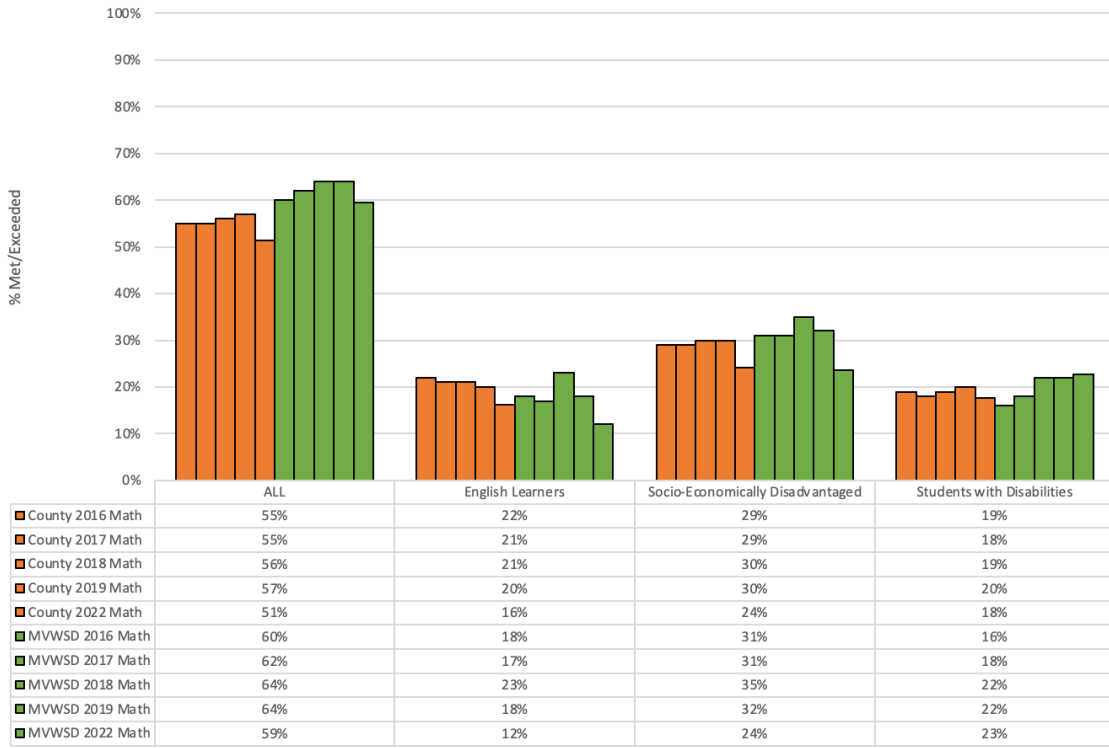


Overall, students in MVWSD continued to outperform students across Santa Clara County in English Language Arts with a few exceptions. In 2017-18, Students with Disabilities in MVWSD performed at the same rate as those across the county. Over the years, Students with Disabilities have outperformed the county and the upward trend continued in the 2021-22 school year with the subgroup out performing the county by 8 percentage points. Even though English Learners performed higher than the county in 2018-19, there was a decline in their performance in 2021-22 (-4 percentage points). Over the years, Asian, Hispanic/Latino, and White subgroups continue to perform higher than Santa Clara county on CAASPP ELA.

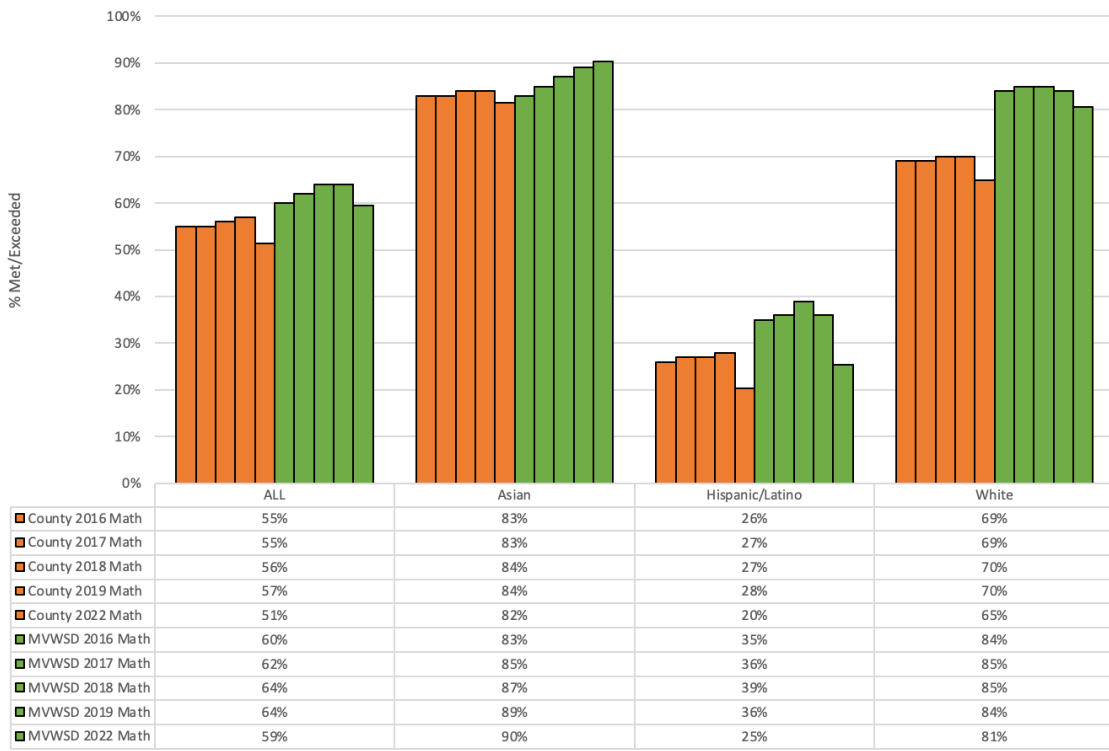




### CAASPP Math County and District Subgroups



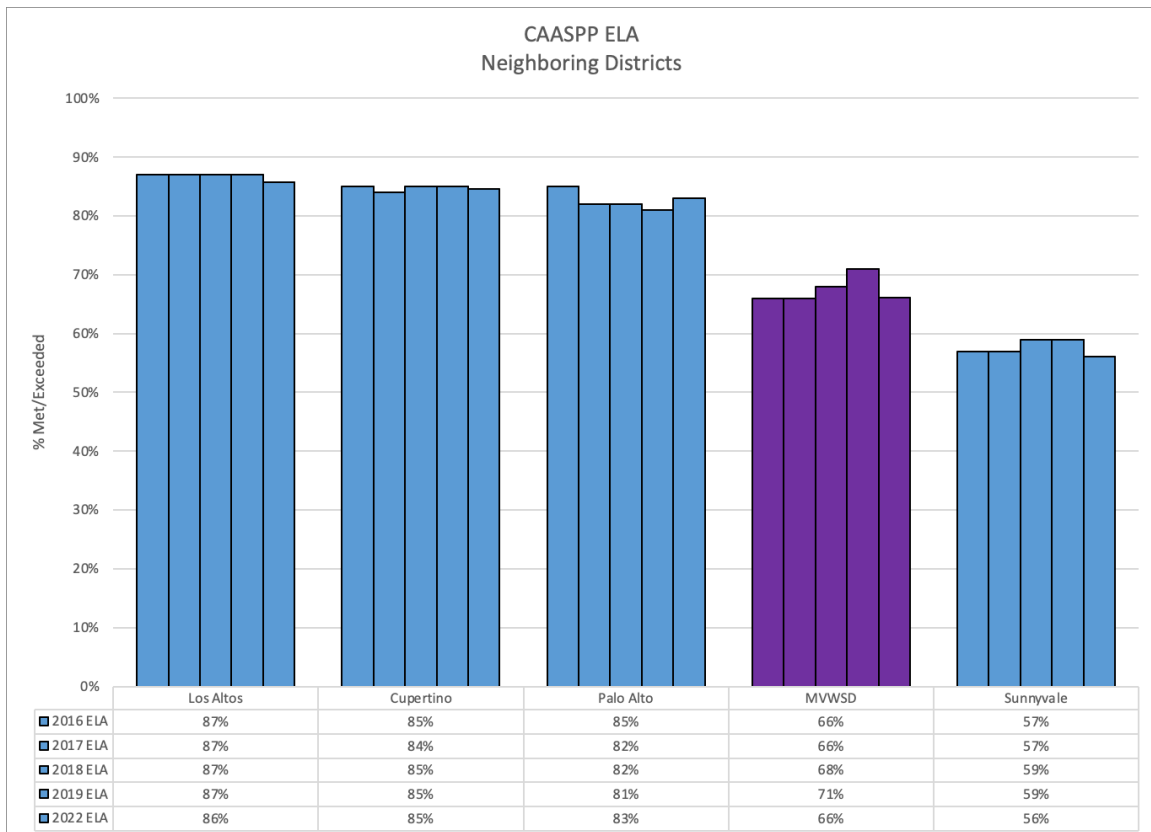
### CAASPP Math County and District Ethnicity

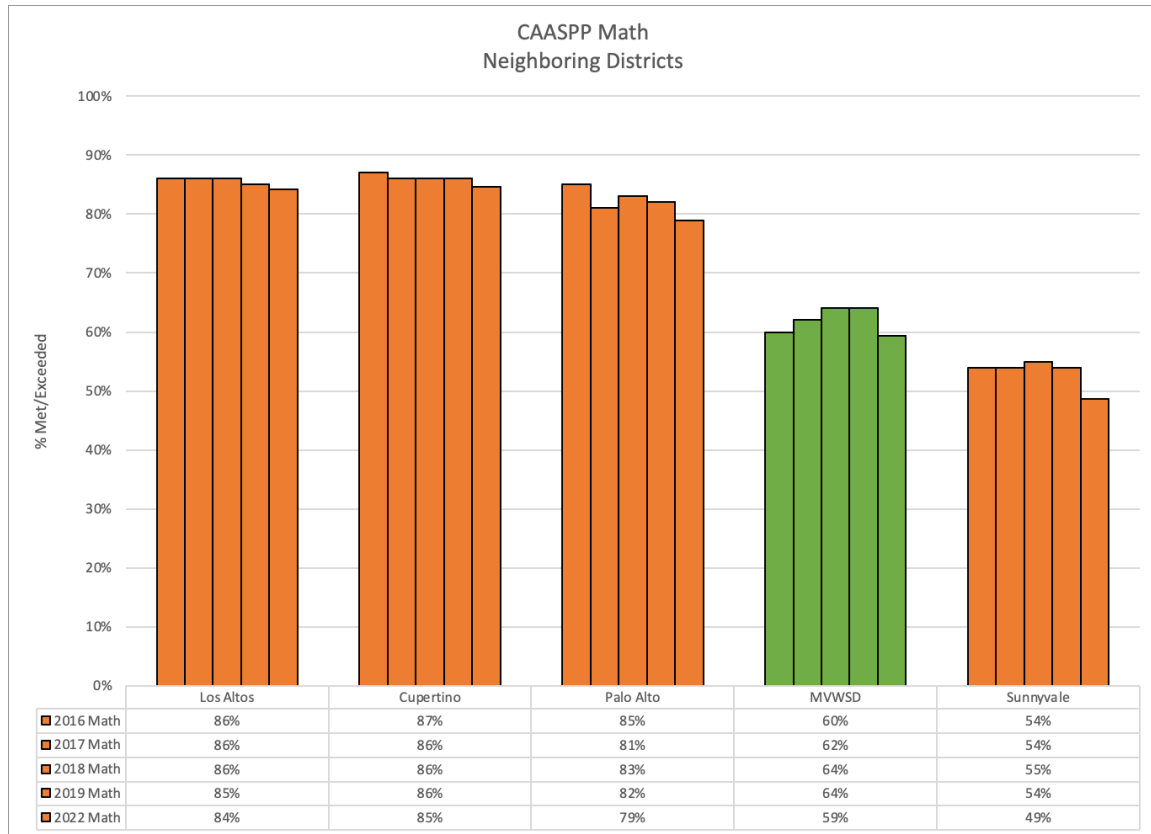


Results in mathematics were similar to those in English Language Arts with English Learners performing below Santa Clara county (-4 percentage points) Even though we see a decline in SocioEconomically Disadvantaged student performance, they are on par with the Santa Clara county SED subgroup at 24% proficient.

### Results - Comparison of Neighboring Districts

The following charts compare results of neighboring districts including MVWSD in English Language Arts and mathematics. The only district in this group that has similar demographics and ethnicities to MVWSD is Sunnyvale. For example, in 2021-22, Los Altos had 10% of students identified as English Language Learners in grades K-8 and Sunnyvale had 13% English Language Learners compared to 18% at MVWSD. MVWSD also has a higher percentage of SocioEconomically Disadvantaged students than either Los Altos, Palo Alto, or Cupertino.

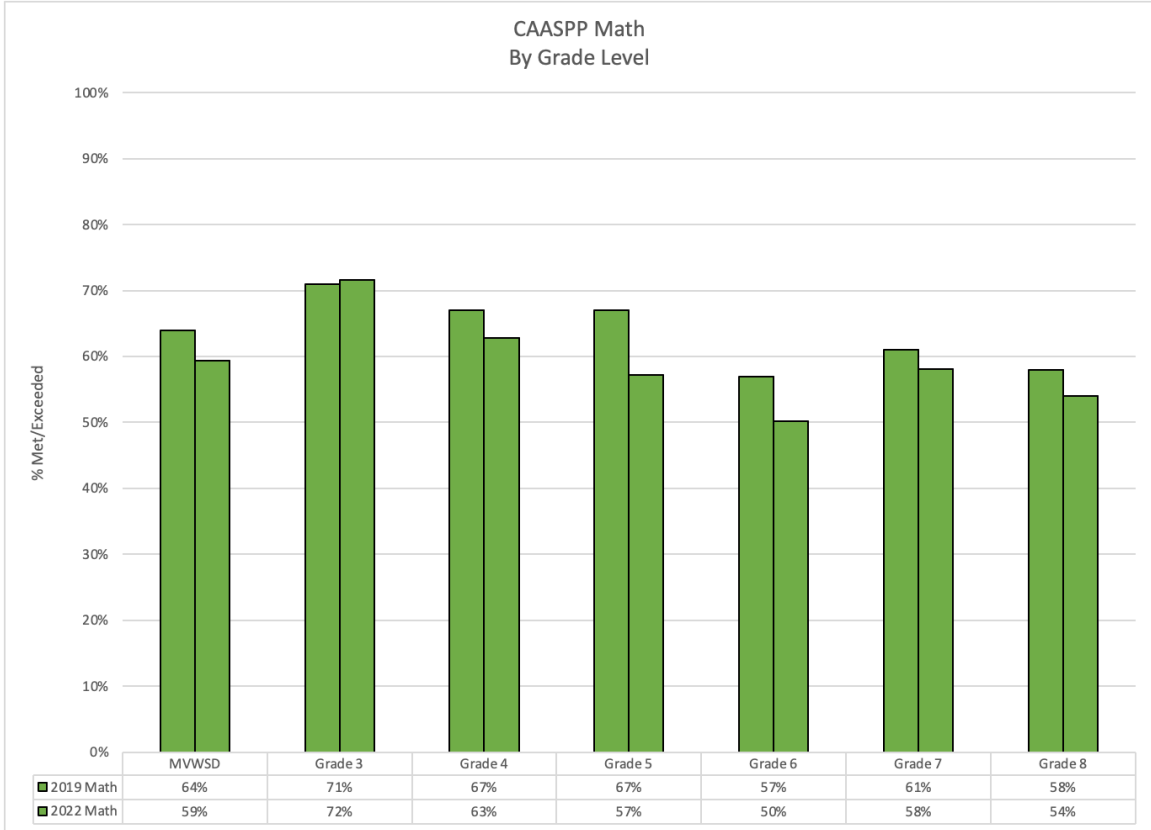
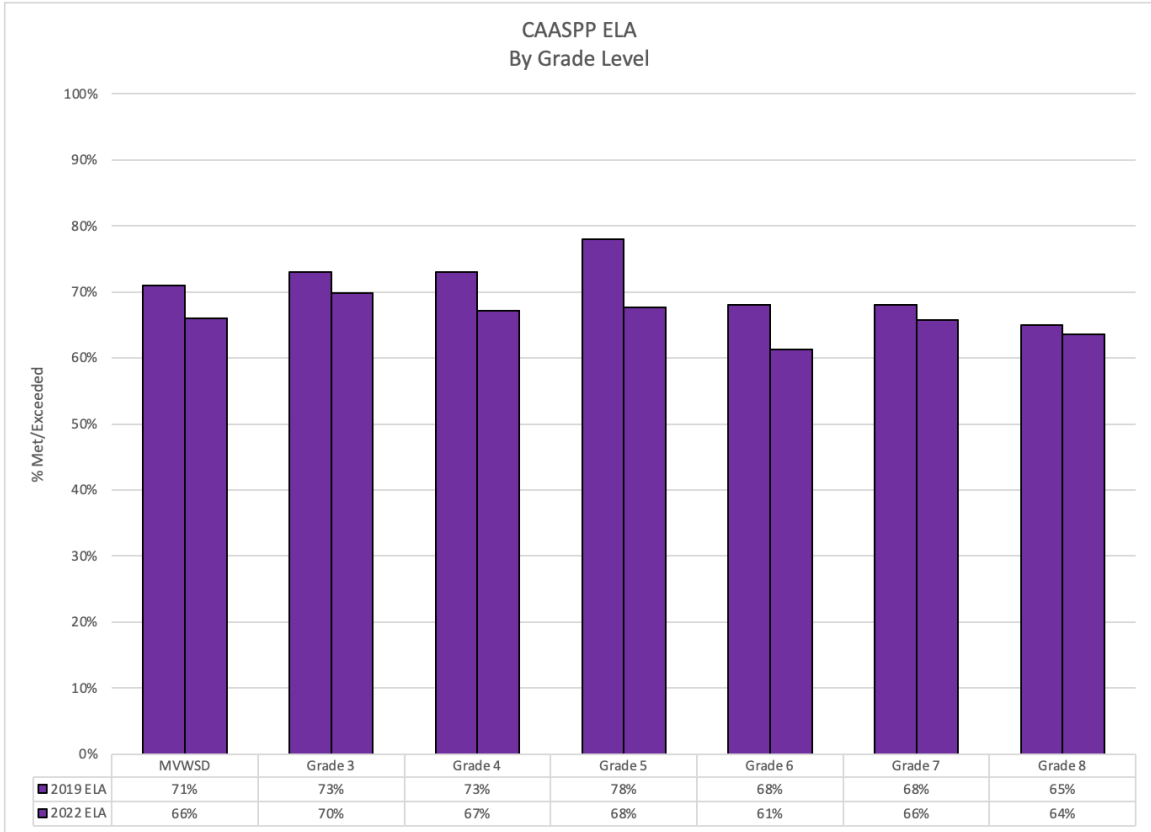




MVWSD continues to perform at lower rates than three of our neighboring districts. Additionally, in ELA and math, the overall gap was closing pre-pandemic but it has slightly increased in 2021-22. In 2019, there was a 16 percentage point gap between MVWSD and Los Altos in ELA but this year, there is a 20 percentage point gap. Students in MVWSD continue to outperform students in Sunnyvale in English Language Arts and mathematics.

### Results - District and Grade Level

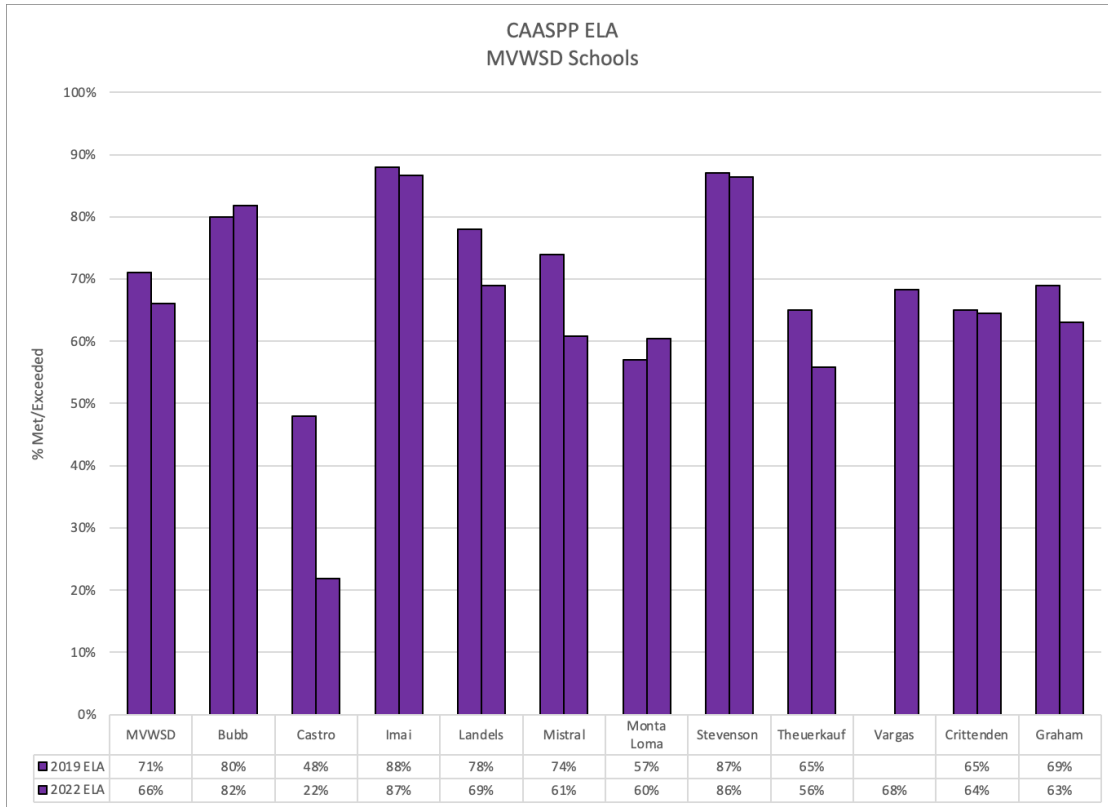
The following charts include overall District results by grade level and by subgroup as well as overall results for individual schools and by subgroup. Please note, if there are zero's instead of percentages for any subgroup at a particular school, it means there were not enough students in that particular group to report scores. In order to protect student confidentiality, the state does not report scores for any group of 10 or fewer students.

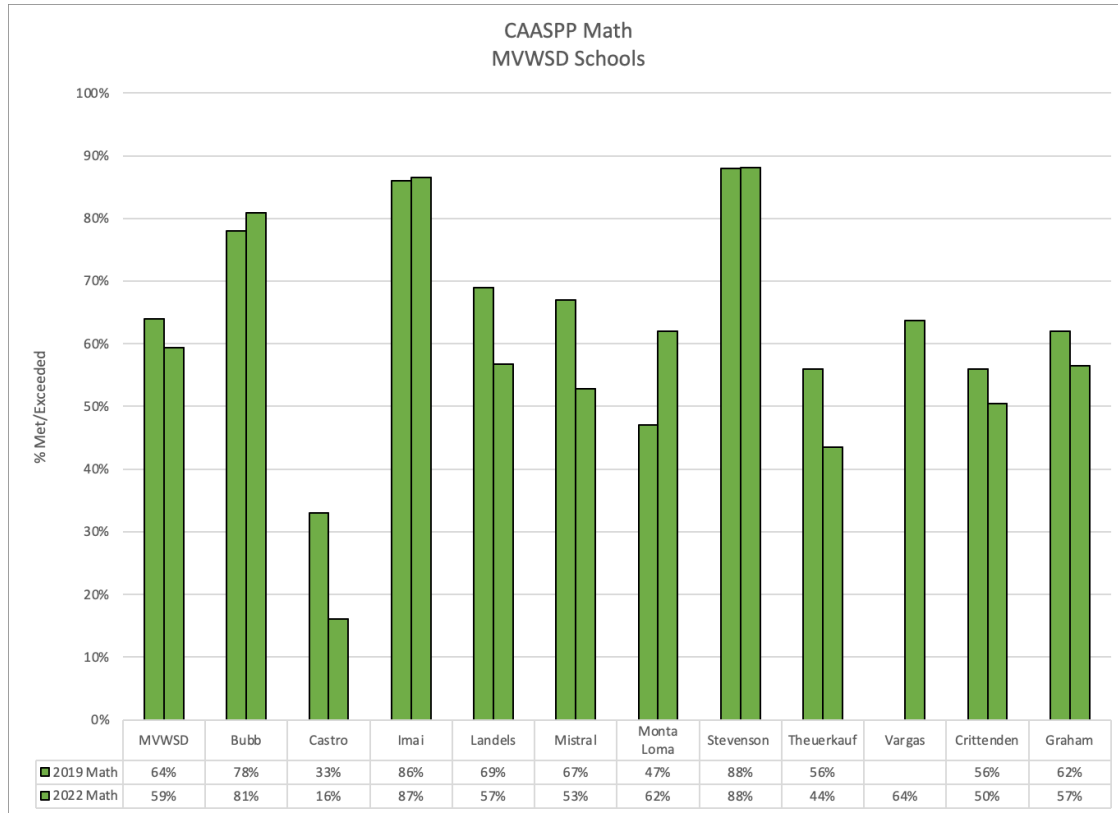


Overall, 66% of students in MVWSD met or exceeded standards in English Language Arts and 59% of students met or exceeded standards in math which is 5 percentage points lower than 2018-19 in both subjects. There was a decline in all grades except Grade 3 in math as compared to pre-pandemic performance. The Smallest declines were in Grade 7 (-2) and Grade 8 (-1), whereas the largest declines were in Grade 5 (-10).

Students in grade 3 had a 1-percentage point increase in math. Grade 5 decreased by 10 percentage points and Grade 7 had the smallest decline (-3).

### Results - District by School

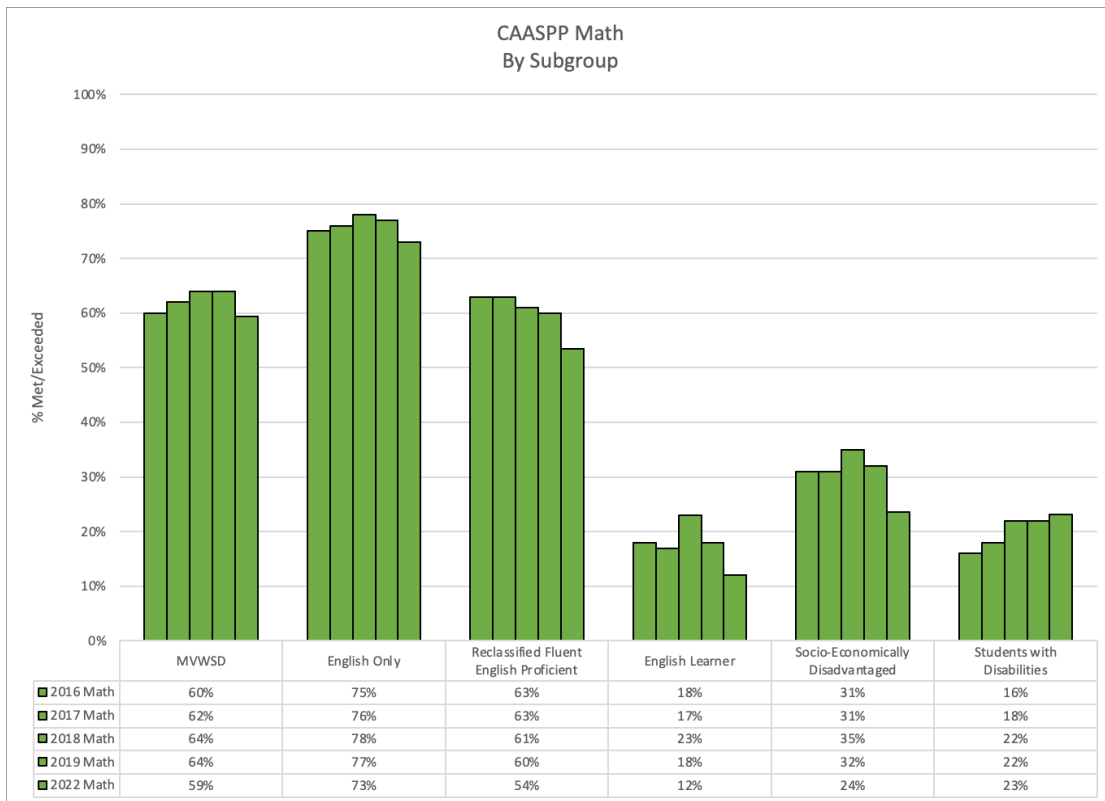
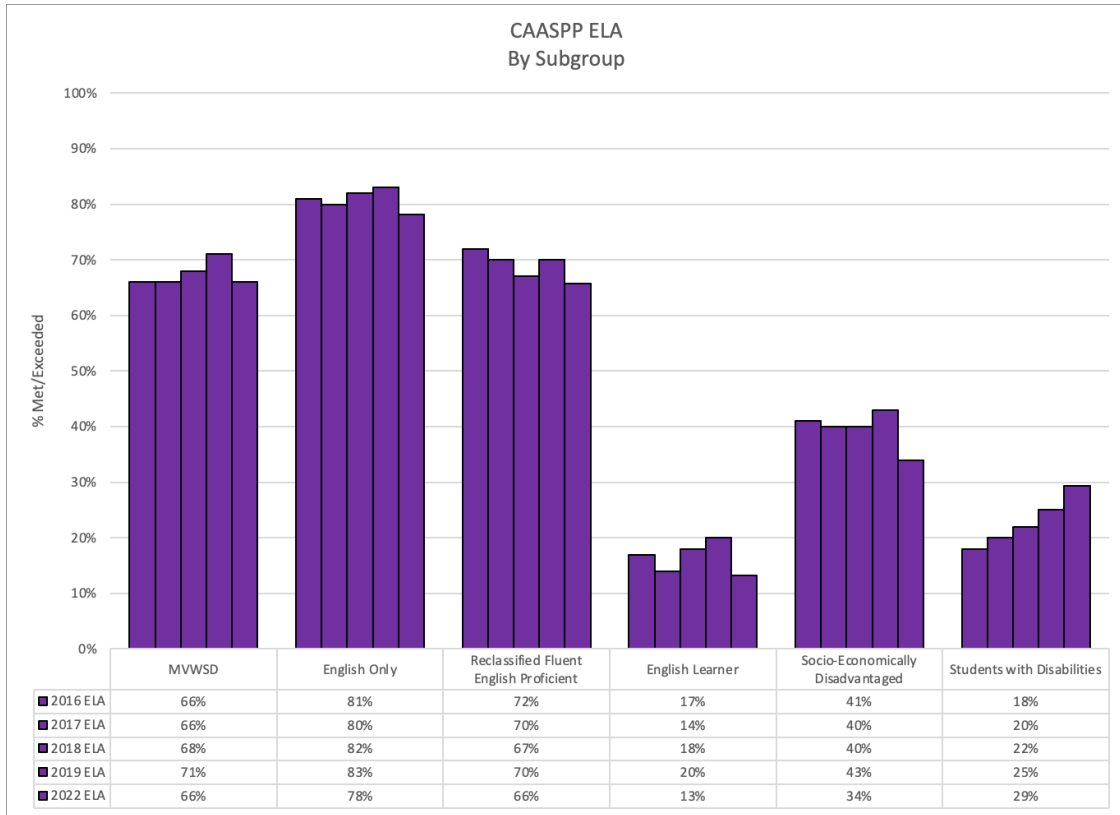


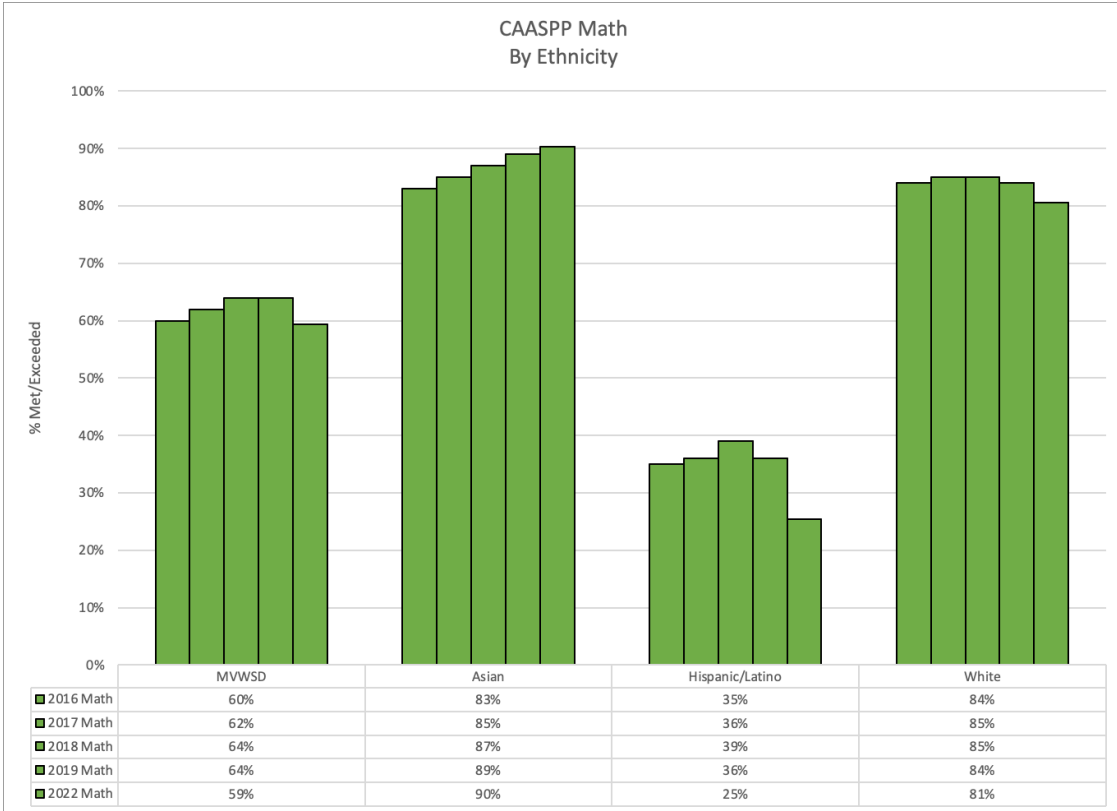
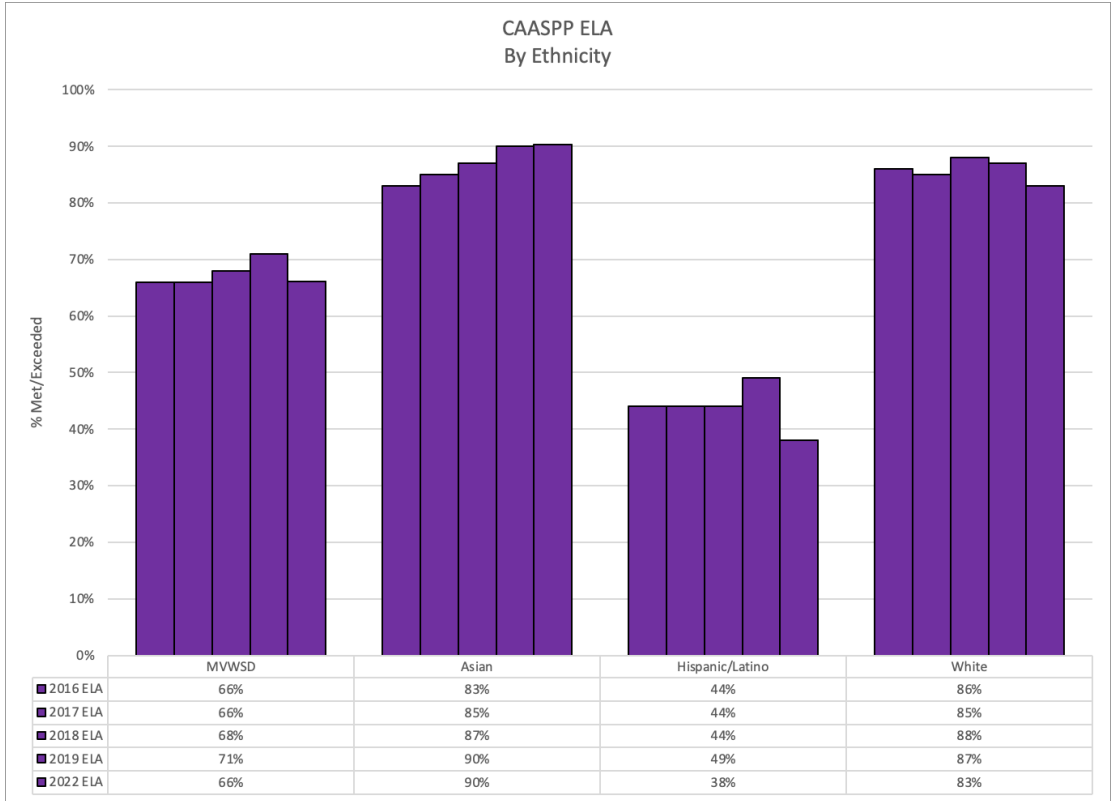


Percentages of students meeting or exceeding standards in English Language Arts varied greatly by school site across the District. Bubb, Imai, and Stevenson had the most students proficient in English Language Arts with 82%, 87%, and 86% of students meeting or exceeding standards. Bubb and Monta Loma improved from the 2018-19 assessment with a 2 percentage point and 3 percentage point increase, respectively. Castro declined the most with a 26% decrease from 2018-19. Mistral also had a decline of 13 percentage points. Theuerkauf and Landels both saw a 9 percentage point decline in proficiency. Even though Imai and Stevenson had a higher percentage of proficiency, there was a 1 percentage point drop for both schools. Since this was the first time Vargas students took the SBAC, 2021-22 is considered their baseline year with 68% of students proficient in English Language Arts.

Results in mathematics also varied across the District. Monta Loma improved proficiency by 15 percentage points, the most of any school within the district. Bubb and Imai, also improved proficiency in comparison to pre-pandemic results by 3 and 1 percentage points respectively. Large declines in proficiency are seen at Castro, Mistral, Landels, and Theuerkauf with 17, 14, 12, and 12 percentage points respectively. Crittenden declined by 6 and Graham declined by 5 percentage points. Stevenson's score remained flat at 88% proficient. Since this is the first time Vargas students took the SBAC, this is their baseline year with 64% of students proficient in math.

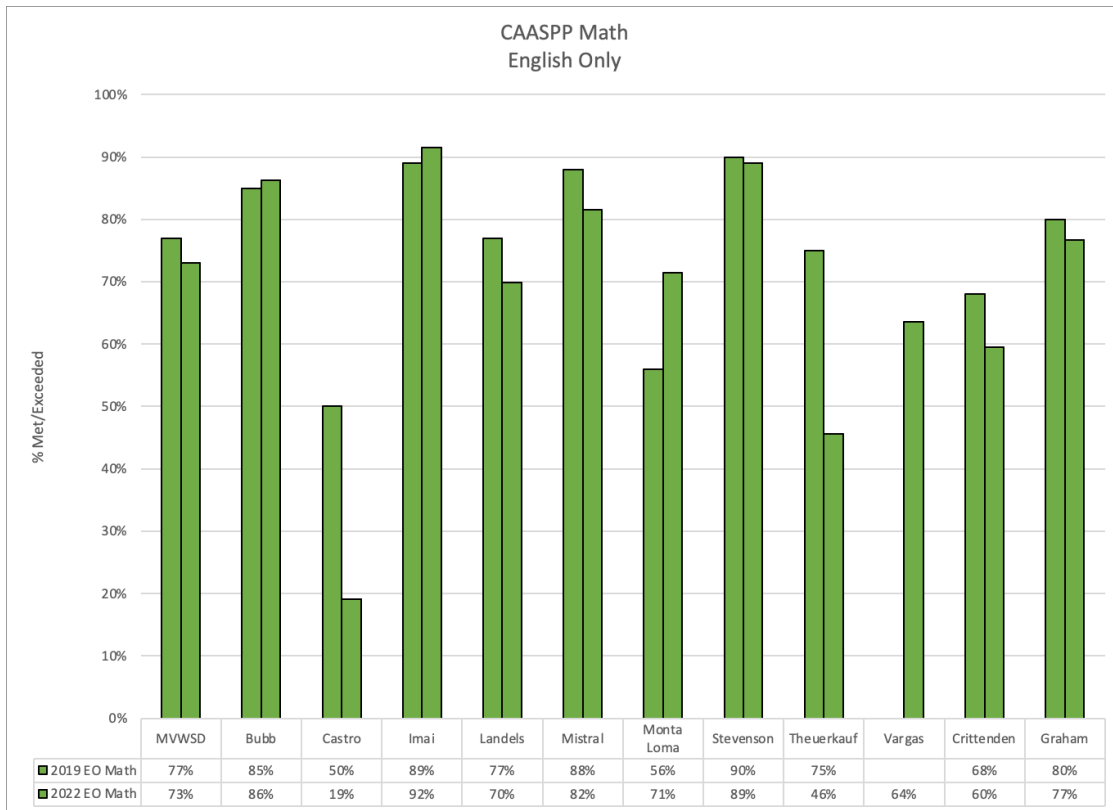
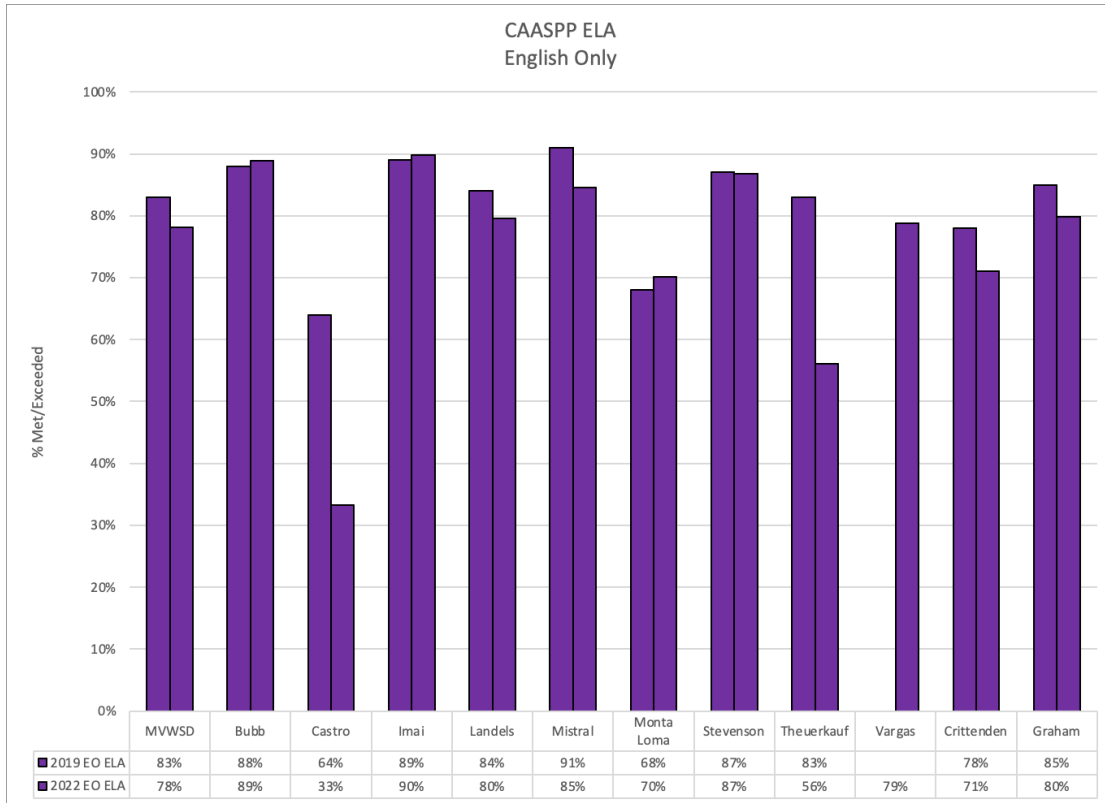
## Results - District by Subgroup and Ethnicity

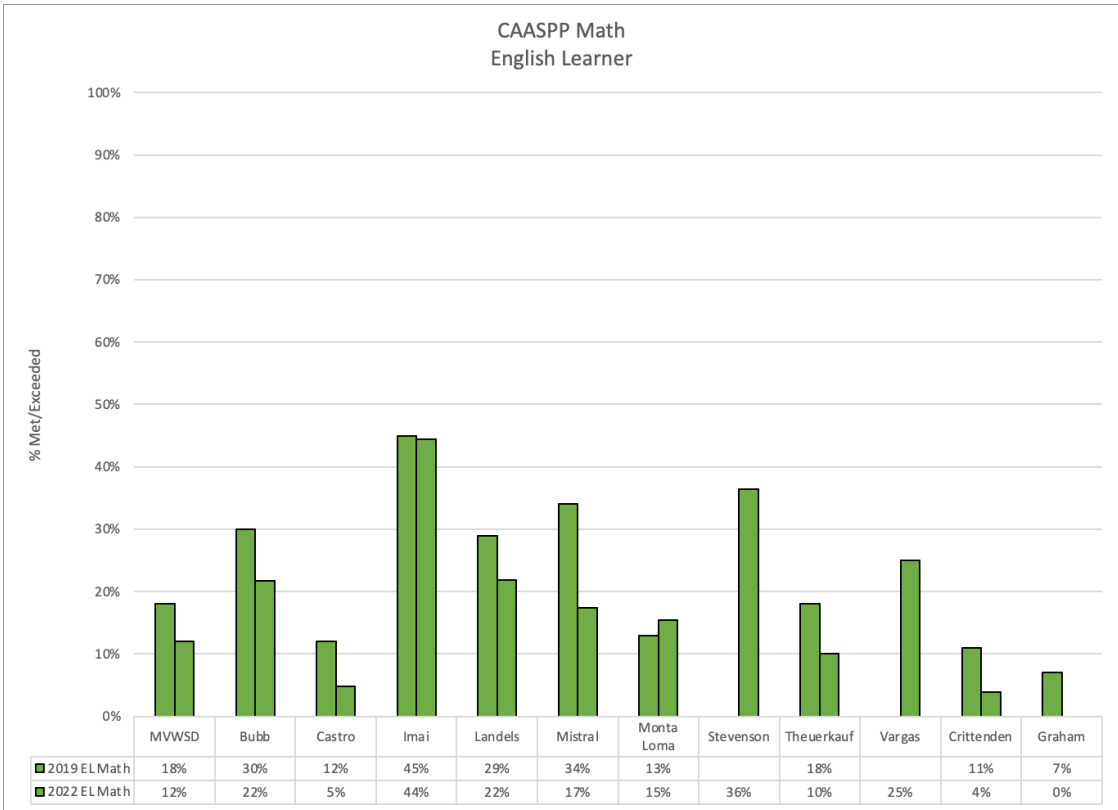
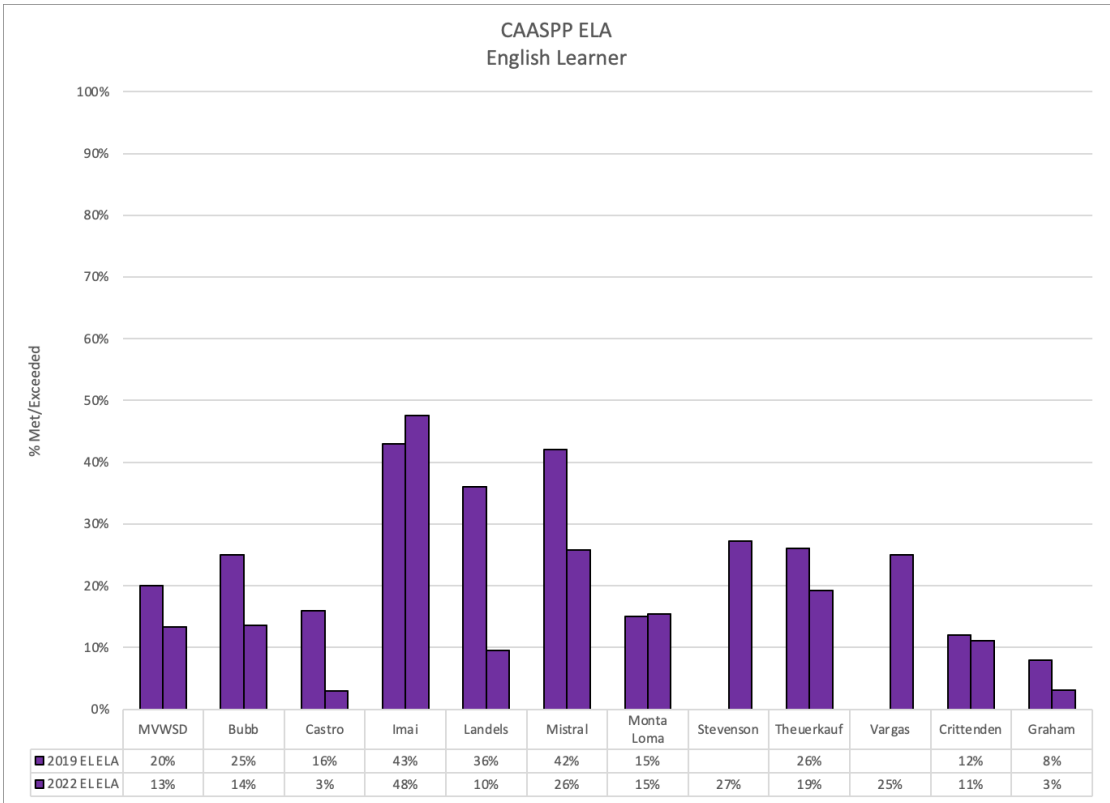


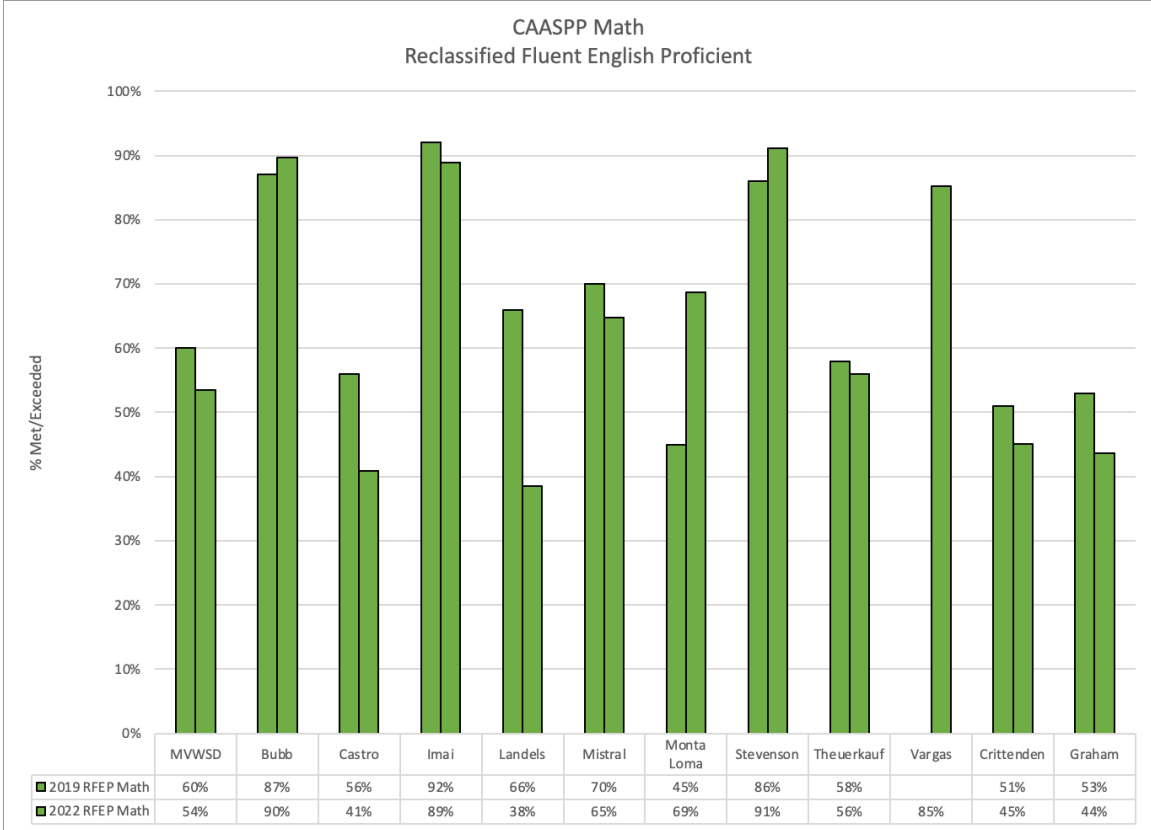
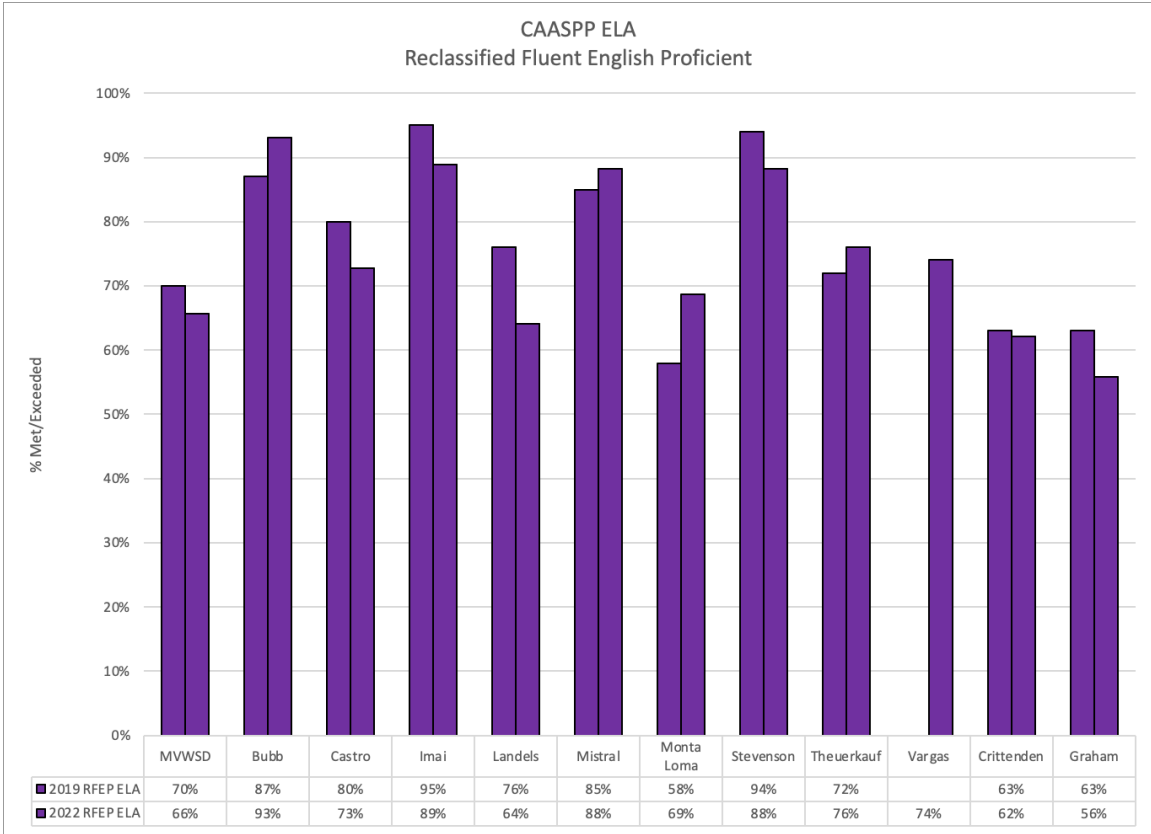


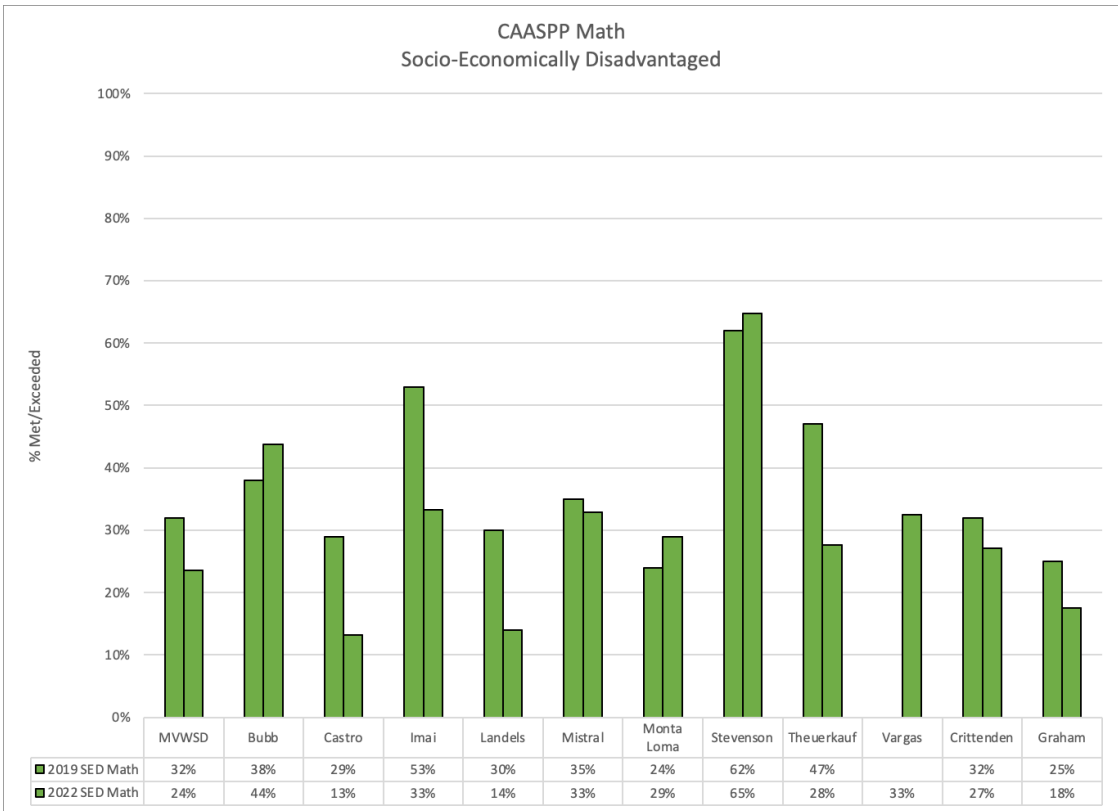
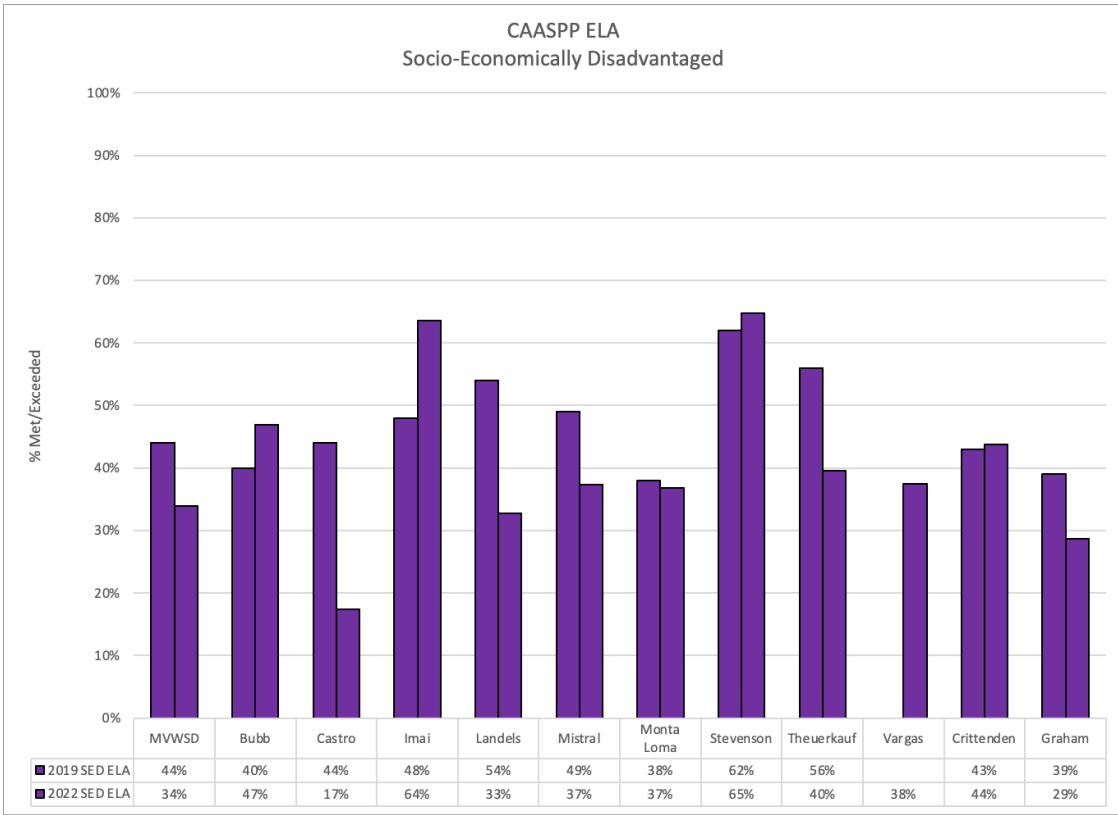


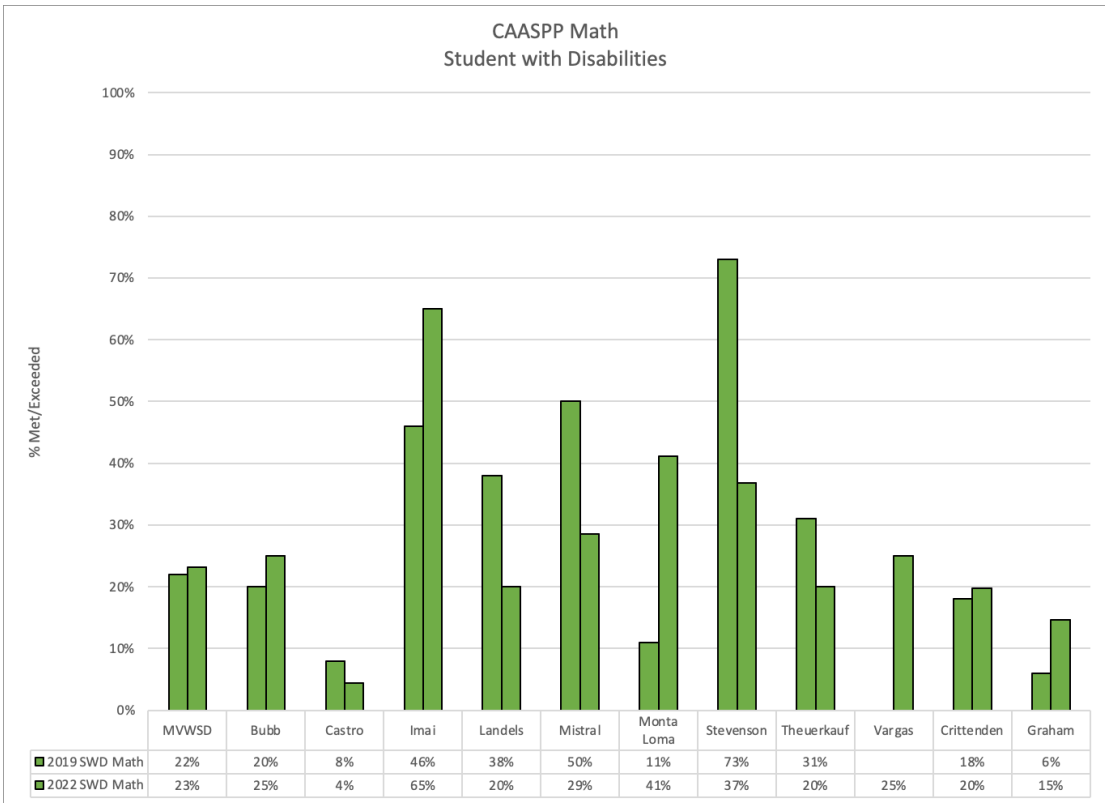
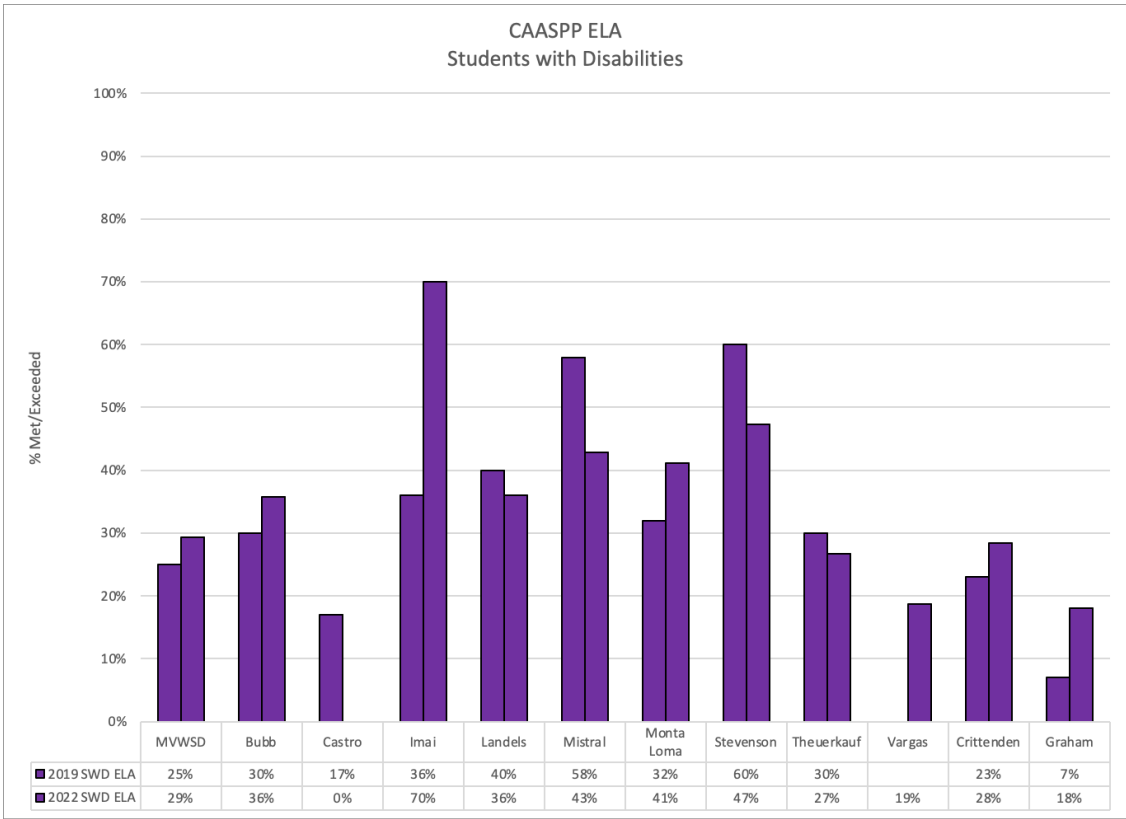
## Results - Demographics by School

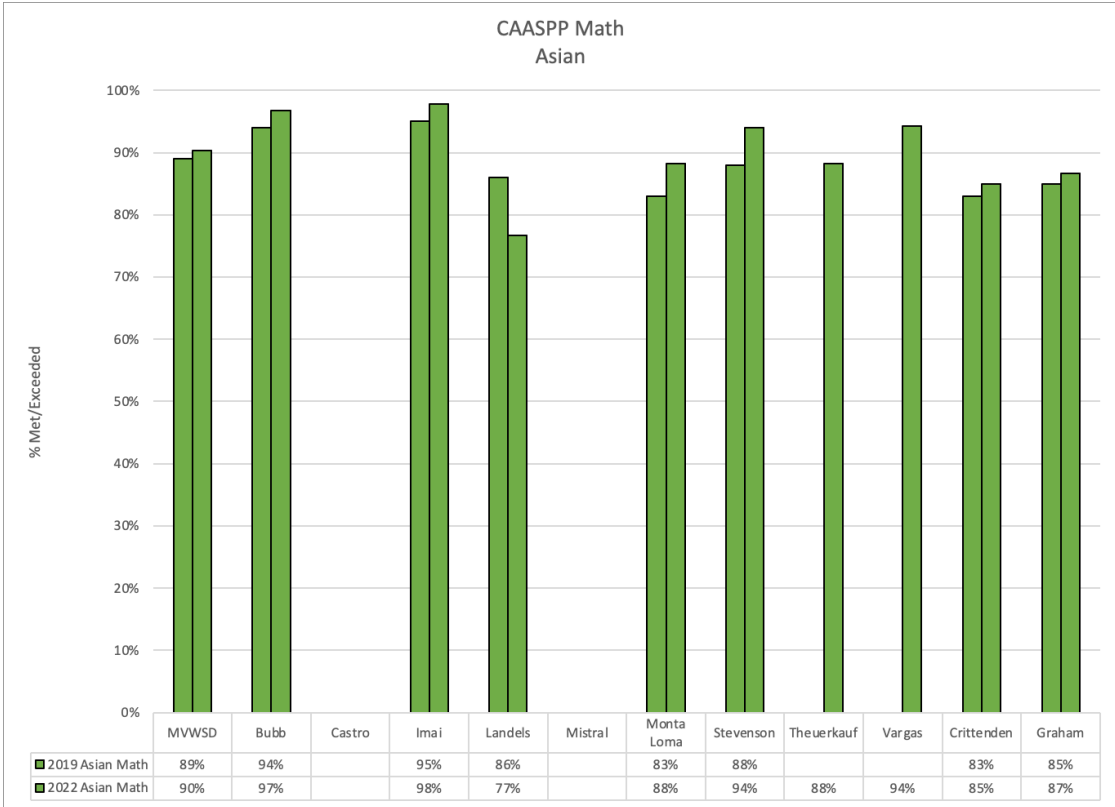
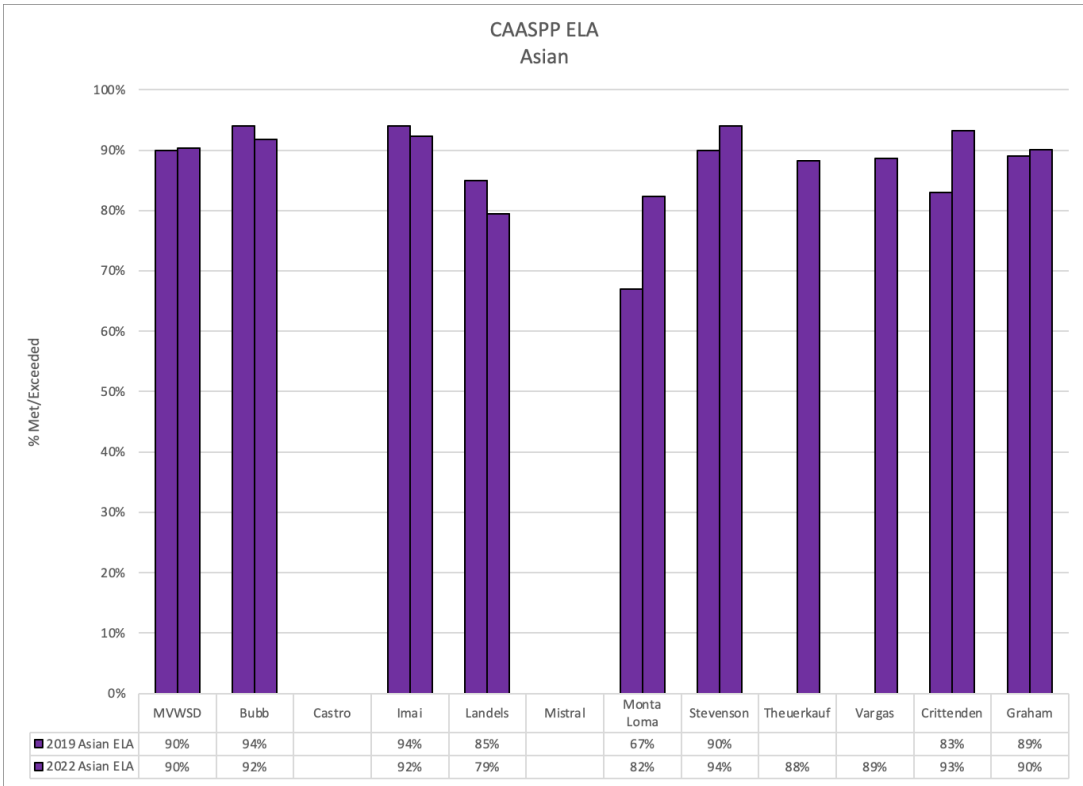


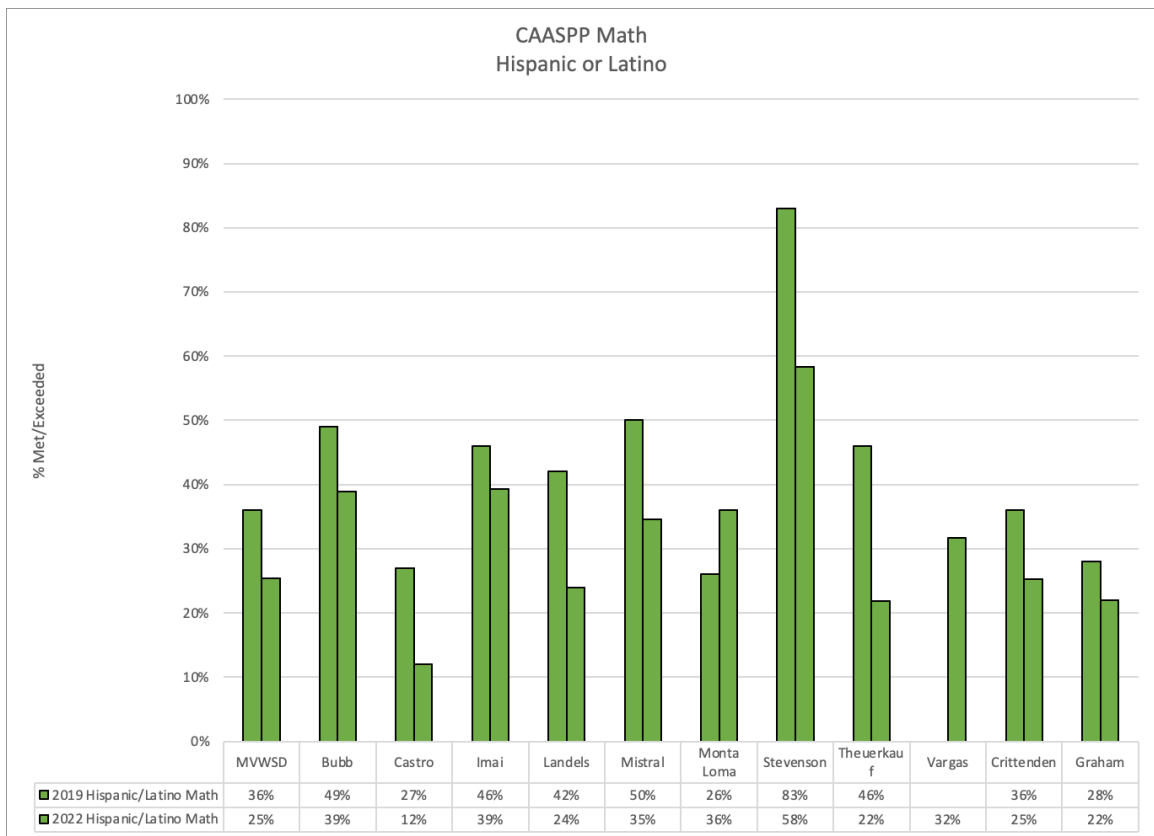
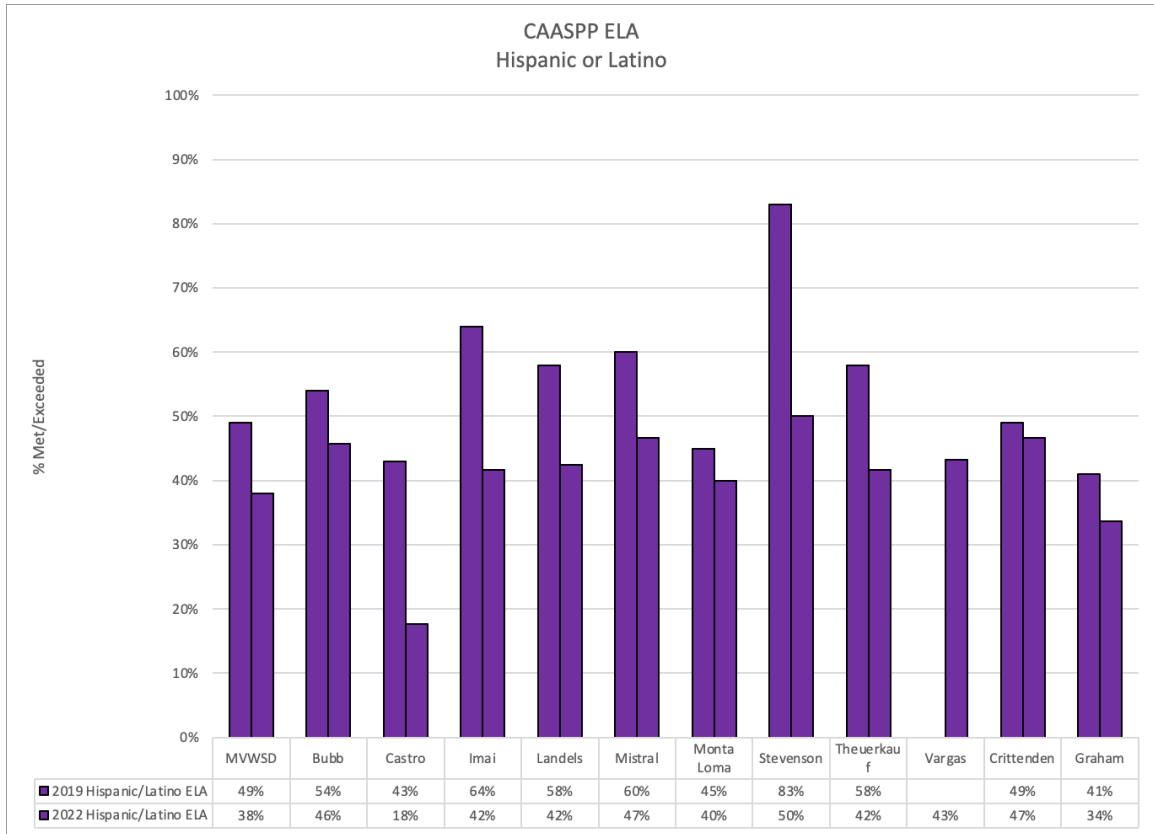


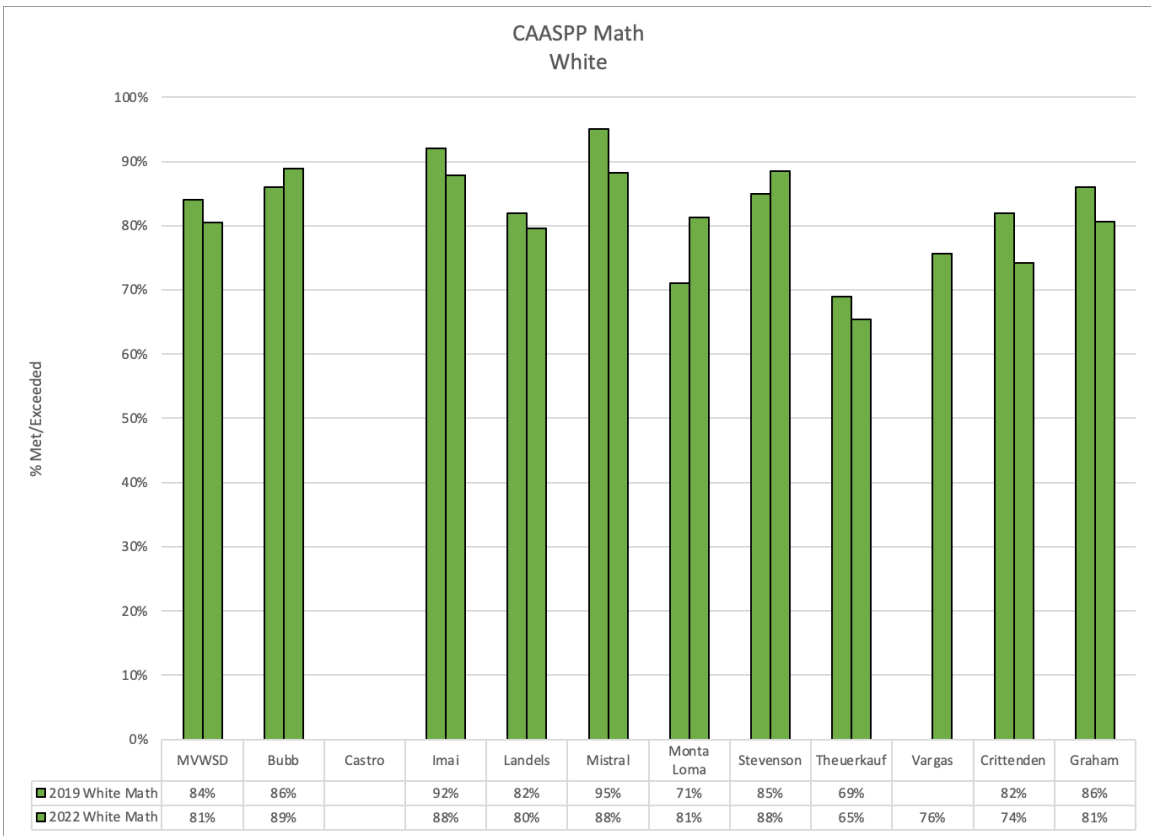
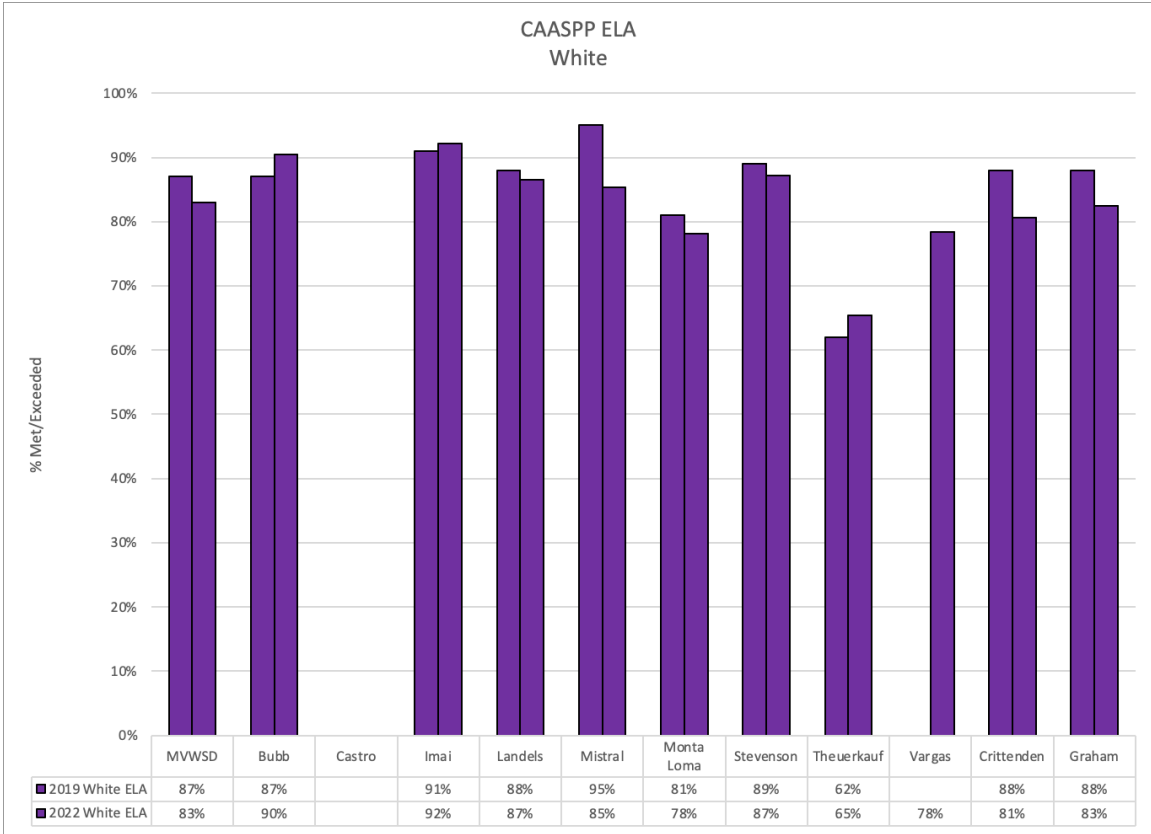














Comparing the results of the 2021-22 SBAC assessment with the results of the 2018-29 assessment, overall all subgroups show a decline in English Language Arts except for Asian, White, and Students with Disabilities. There is no change for the Asian subgroup but Students with Disabilities increased by 4 percentage points. The largest declines are for Hispanic/Latino students and for SocioEconomically Disadvantaged with 11 and 10 percentage point decreases respectively. When looking at SocioEconomically Disadvantaged students across schools, Imai has the most improvement with a 16 percentage point gain. Bubb (+7), Stevenson (+3), and Crittenden (+1) also had gains. In contrast, Landels had the largest decline for SocioEconomically Disadvantaged students (-21). Looking at English Learner performance, we see a decline overall for the district and for most schools except Imai where we see a 5 percentage point improvement over 2018-19 results. Landels, Mistral, and Castro had the largest declines with -26, -16, and -13 percentage points respectively. No change in English Learner proficiency at Monta Loma and at Stevenson a 27% of students were proficient and 25% proficient at Vargas. Even though there is a decline for White subgroup overall, we see improvement at Bubb (+3), Imai (+1), Theuerkauf (+3).

Similar to English Language Arts, all subgroups in mathematics show a decline except Asian and Students with Disabilities where we see 1 percentage point gain for both subgroups. Most declines are seen for Hispanic/Latino students and for SocioEconomically Disadvantaged students with 11 and 8 percentage point decline respectively. SocioEconomically Disadvantaged students improved at Bubb, Monta Loma, and Stevenson with 6, 5, and 3 percentage point improvement respectively. Large declines are seen for Castro (-17), Landels (-12), and Theuerkauf (-12). English Learners show growth at Monta Loma with a 2 percentage point gain but large declines are seen at Mistral with a 17 percentage point decrease from 2018-19. Crittenden and Graham both show a 7 percentage point decline as well. Students with Disabilities improved at all schools except Castro, Landels, Mistral, Stevenson, and Theuerkauf. The largest decline for Students with Disabilities was at Stevenson with 36 percentage points and most improvement was at Monta Loma with 30 percentage point improvement.

## **Considerations**

As we look at the 2021- 22 SBAC data, it is clear that the pandemic impacted student learning. The most severe impacts were with our at-risk student subgroups - English Learners Hispanic/Latino, SocioEconomically Disadvantaged students.

When analyzing SBAC data, the following factors must be taken into consideration:

- State testing was suspended in the 2019-20 school year due to school closures and MVWSD did not participate in state testing for 2021-22 and instead opted to administer local i-Ready assessments.

- Coming back to in-person instruction after more than a year of school closures and Distance Learning, Spring 2022 SBAC data should be considered baseline results.
- All elementary grade levels, 3rd, 4th, and 5th, took CAASPP for the first time and were unfamiliar with state testing. Even though some grade levels had taken the CAASPP in pre-pandemic years, students had to relearn the assessment platform and various support features
- The SBAC testing format was a shorter form assessment that included fewer Computer-Adaptive test (CAT) items.
- With no SBAC performance area results provided, it is difficult to dig deeper into student performance to find areas of strength and opportunities for growth for schools, grade levels or individual students.
- In the absence of performance area scores, it is essential to have i-Ready diagnostic assessments that provide domain level information to dig deeper into school, grade level, and student level results.
- Learning gaps have been exasperated by the pandemic and it will take time to fill them.

Nonetheless, CAASPP student performance data has provided information which in conjunction with other assessments can help guide next steps for making instructional decisions at the district and overall school level.

### **Next Steps**

Results from the SBAC Assessments in English Language Arts and math revealed some areas of improvement and many opportunities for growth across the District. Even though MVWSD had a robust Distance Learning Plan which mirrored a full school day, we see varying levels of impact from the pandemic on student learning and performance across subgroups at our schools and across the district overall. There are many factors that play into gains or declines in student achievement, which leads to the important work of analyzing data to get to the root cause to make adjustments. As we move farther into the fall trimester, the District and sites continue to further analyze results, share them with stakeholders, and develop plans to improve instruction and achievement. While the District is focused on improving outcomes for all students many of the actions below are intentionally focused on supporting our most at-risk students that were disproportionately impacted by the pandemic.

### **Next Steps - Multi-Tiered System of Support (MTSS)**

As a part of MVWSD Strategic plan 2027, all sites and departments will be using the new district data protocol and data cycles to analyze student data and inform instructional decisions. These processes are part of the District's Multi Tiered System of Support which is currently being fully developed and implemented. The implementation of these new processes is key to addressing the academic gaps created by the pandemic

specifically for SocioEconomically Disadvantaged students, English Learners and Hispanic/Latino students. There are a total of five Data Cycles for the 2022-23 school year with student progress reviewed every 6-8 weeks at the end of each Data Cycle. As a part of each data cycle, sites review data and develop plans to address student needs. Additionally, as a part of the data based Response to Instruction (RTI) initiative at all our schools, student progress is reviewed and data is analyzed and new instructional groups are formed as needed in alignment with the District's Data Cycles. During RTI time, students are provided small group, targeted instruction based on assessment data. Alignment with the 6-8 week Data Cycles ensures that student needs and progress specifically for our at-risk subgroups are regularly reviewed and adjustments are made consistently and in a timely manner..

i-Ready Diagnostic assessments are administered three times a year and other District assessments such as the Literably reading assessment, District writing benchmark and other District and site formative assessment are used to monitor progress. Teachers and principals have access to all of the assessment results and are able to disaggregate the data and use the results to guide instruction and monitor progress toward school goals. The five Data Cycles are aligned with our i-Ready benchmark windows as well as with other assessment data that teachers use for accessing student learning and progress. Data Cycle windows are below:

MTSS Data Cycle 1: September 6, 2022 - October 14, 2022

MTSS Data Cycle 2: October 17, 2022 - December 2, 2022

MTSS Data Cycle 3: December 5, 2022 - February 10, 2023

MTSS Data Cycle 4: February 13, 2023 - April 7, 2023

MTSS Data Cycle 5: April 17, 2023 - June 2, 2023

In the 2021-22 school year, special education students were provided explicit structured literacy intervention through the use of Spire, Read Naturally, and Sound Sensible. These literacy interventions are continuing in the 2022-23 school year. Learning Ally, a reading platform that offers over 80,000 digital audio books for students - was implemented for our Students with Disabilities subgroup in the 2021-22 school year. This reading support has now been expanded to include our general education classrooms districtwide to support students with reading difficulties with access to audio books. Site Principals have already been trained and teachers will be trained throughout the year on how to use this to support during in class reading instruction. Learning Ally will be an additional support for ELs, Hispanic/Latino, Students with Disabilities, and other student subgroups that struggle with reading.

### **Next Steps - School Plans**

All sites have been developing school plans during the months of September and October. School plans are living documents that drive the instructional program at each site throughout the school year. Sites will use the results of SBAC and i-Ready as well as ELPAC, attendance data and LCAP survey data as they develop their plans. All plans will

include SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals that call for a 10% decrease in the percentage of students who are not meeting standards in English Language Arts, mathematics, and English language acquisition. Goals are also included to support students' social emotional learning, progress in attaining proficiency in English, attendance, and chronic absenteeism. School Plans include goals to monitor student progress across subgroups. All goals within school plans will align with the Strategic Plan and the District LCAP. School Plans will be developed in collaboration with each school's staff, School Site Council, and English Learner Advisory Council and will include action steps that will support the school in achieving its goals. The plans will come for Board approval in November and will be revised as needed based on District data in January and then again in March. Explicit action steps have been outlined in School Plans to address the needs of our at-risk student subgroups such as our English Learner students, Hispanic/Latino, or SocioEconomically Disadvantaged students. Special attention has been given to supporting our students learning English through consistent expectations. All English Learner students are provided 150 minutes per week of Designated English language instruction aligned with their ELPAC level. During this time, English Learner students are provided explicit, small group language instruction with a focus on oral language development and the forms and functions of the English language. Also included in school plans are action steps for supporting students through integrated ELD strategies using the Sheltered Instruction Observation Protocol (SIOP). SIOP is a framework that highlights the essential components and features of effective language development instruction. Using the interconnected features and components of SIOP, teachers are able to design and deliver lessons that address the academic and linguistic needs of English Learners and also support all students as they learn new content and vocabulary.

Elementary sites will have access to tutoring program FEV licenses carried over from 2021-22 to provide needs-based academic assistance during the school day: fourth and fifth graders performing at Tiers 1 and 2 in i-Ready will receive regular tutoring via FEV. Simultaneously, this will allow teachers to provide small group instruction to Tier 3 students, who are our students who need the most individualized instruction. Many students that are performing at Tier 3 are English Learners and SocioEconomically Disadvantaged students. In middle schools, sites will utilize Paper Inc. to provide feedback on first drafts of writing assignments, which will increase opportunities for teachers to provide feedback on writing for all students and have more time to focus on the students who need the most assistance.

### **Next Steps - Expanded Learning Opportunities Program**

The Expanded Learning Opportunities Program (ELOP) lengthens the amount of time our most at-risk students spend on the school campus and provides childcare relief for families who need it the most. With district partners YMCA and Right At School, our district will, effectively, extend the school day for our Socioeconomically Disadvantaged students, English Learners (including newcomers), and Foster Youth (students identified in the unduplicated category).. As the program rolls out from school to school throughout

the course of the year, qualifying students will have more consistent, structured after-school time for homework assistance, supervised play, extension activities, and individualized tutoring. For families, ELOP will lower the logistical and financial hurdles of after school childcare, leaving families with more time, energy, and resources to utilize in support of their children's educations. We expect that ELOP will lead to more families engaging with the parent education efforts across all school sites and at the district level via Parent University and DELAC.

### **Next Steps - Instructional Coaching**

The District continues to provide instructional coaching for teachers. Research is clear that teachers are the single most important school based factor affecting student achievement. Students, especially Socio- Economically Disadvantaged, English Learners and Hispanic/Latino students need to have access to highly effective teachers. We believe that investing in improved teacher practice is critical to improved outcomes in reading and math for these groups.

Each elementary school has a full time instructional coach and Castro Elementary has two full time instructional coaches. At middle school, there is one content area coach for each subject area, English Language Arts, Social Studies, Math, and Science. Instructional coaches meet regularly as a whole group and also meet in their PLC groups to share ideas, practices for teacher support. This year, an English Language Development TOSA and a Technology Coach have been added to the coaching team. The ELD TOSA was brought on board to provide more hands-on support for teachers as they support their English Learner students. The ELD TOSA has developed a "Dashboard" of professional development offerings and offers training on various topics such as ELD 101, Content and Language Objectives, etc. for teachers and Principals to support their ELs. All of our instructional coaches have received and will continue to receive targeted coaching training on supporting the implementation of the Sheltered Instruction Observation Protocol (SIOP), the details of which are outlined below.

### **Next Steps - Sheltered Instruction Observation Protocol (SIOP):**

One of the most acute challenges during the first two years of the COVID pandemic was how to support the academic needs of our English Learners. While SIOP has been our district's approach to integrated ELD since 2017, use of SIOP techniques was uneven in the first two COVID-affected school years due to a myriad of health- and socioeconomic-related factors. District-wide our energy was focused on ensuring that at-risk families had the internet connections and safe learning spaces needed for basic instruction. In 2021-22, projecting ahead to the types of support that classroom teachers would need to support English Learners, SocioEconomically Disadvantaged and Hispanic/Latino students once a level of normalcy had returned, we began to provide in-depth coaching training on SIOP for our site instructional coaches who attended tailored coaching training sessions in November 2021 and March 2022. These trainings involved on-site real time "coaching of coaches" and were led by district partners from SAVVAS Learning Company (formerly Pearson). These sessions for coaches will

continue in 2022-23 so that they are well-prepared to work with teachers on effective implementation in their classrooms. In addition, coaches were trained on how to deliver SIOP teacher training to their peers as a part of the August teacher Professional Development days. These sessions “rebooted” our commitment to supporting at-risk groups through SIOP methods and focused on 2022-23’s district-wide instructional expectations: (1) writing, delivering, and reviewing quality content and language objectives and (2) teaching and assessing key academic vocabulary, and an additional differentiated SIOP component that matches the needs of each school and staff. All teachers and administrators who were new to the District were also provided with introductory training in SIOP components as a part of their New Hire Orientation in August.

In 2022-23, SIOP implementation manifests itself as follows: all classrooms are expected to have posted high-quality content and lesson language objectives that are reviewed and assessed, and all teachers are expected to deliver systematic instruction on key academic vocabulary. Each site is also focusing on one additional SIOP area based on their needs, such as increasing student interactions, providing consistent feedback, and consistent and varied ways to assess students’ language development. To support these efforts, principals join district administrators and our ELD TOSA for regular classroom walkthroughs (approximately once per month per site), discussing our observations about the strengths and areas of opportunity for teaching across each site, leading to specific SIOP next steps for sites and their teachers.

### **Next Steps - Professional Development**

**Professional Development for Teachers and Instructional Coaches:** The District continues to provide strategic professional development for teachers. The District is focusing on SIOP and Data processes as part of the effort to mitigate learning gaps created by two years of interrupted learning due to the pandemic. Teachers need to be able to effectively instruct students learning English and be proficient in regularly reviewing data and adjusting instructional plans to meet student needs. Training sessions included:

- SIOP: Elementary and middle school teachers participated in district wide SIOP training focusing on systematic instruction on key academic vocabulary, language and content objectives, lesson preparation and building background, etc. Ongoing SIOP Training will continue for Instructional Coaches as they support teachers at their schools.
- Data Protocol and Data Cycles: As a part of the Strategic Plan 2027 MTSS initiative, all teachers were trained on the new data analysis protocol and Data Cycles in August.

**Professional Development for teachers new to the district:** In addition to the professional development described above, new teachers also received the following:

- Curriculum Training: New teachers participated in Eureka Math and Benchmark Advance training to support their understanding of the adopted curriculum at MVWSD.
- Assessment Platform Training: New teachers were also offered i-Ready and SchoolCity platform training to familiarize them with our district assessment platforms.

Additionally, professional development will be provided to teachers and Instructional Coaches throughout the year on variety of topics including:

- Discovery Education: Elementary STEAM Teachers and Instructional Coaches will be provided training on growing the STEM Culture in their classrooms and schools with Discovery Education's Digital Services. Participants will be provided job-embedded coaching and will focus on student ownership of inquiry, participants will define, explore, and implement components of transdisciplinary teaching and learning
- Dyslexia and Reading Strategies: Professional development will be provided to Instructional Coaches and teachers on dyslexia and evidenced based reading instructional practices. Teachers and coaches will engage in Learning Ally's Dyslexia Awareness for Educators course, which includes dyslexia simulations, and understanding of the brain, best practices in the classroom to support students with dyslexia, and evidenced based reading instructional practices. This training will help participants build a school culture to support students with Dyslexia by exploring the indicator and understanding screening, interventions, and accommodations. Teachers will be better prepared to execute strategies that support students with learning differences including Dyslexia.
- In the 2021-22 school year, explicit Co-teaching training was provided to Special Education teachers at Graham Middle School, Crittenden Middle School, Castro Elementary, and at Landels Elementary. Follow-up support for teachers and students will continue for co-teaching at the four school sites for the 2022-23 school year.

**Professional Development for Site Administrators:** Because principals have a significant impact on student outcomes, they need to have the tools necessary to effectively lead their school communities. It is essential that they are able to effectively support their teachers to use data, make instructional decisions, and build teacher capacity in order to best meet the needs of their students. This is particularly important as our teachers support students and fill learning gaps. This year, the District will continue to provide focused professional development for site administrators.

Site administrators were provided training on MTSS Data Protocol and Data Cycles at the beginning of the year Leadership Team Retreat at the end of July.

- In August, SIOP training was provided to new site administrators and site administrators that have not been trained before or needed a refresher on SIOP.

- On-going professional development will take place at each Leadership Team meeting on topics including Dyslexia and Reading Strategies.
- Discovery Education will provide job-embedded coaching for elementary site principals focused on enhancing STEM cultures at their schools.

In addition, principals will engage in Book Study groups and receive small group training with Dr. Rudolph throughout the year to support their growth.

In early Spring, as sites prepare for CAASPP 2022-23 testing, site teams (principals and CAASPP site coordinators) will be provided training on the CAASPP administration requirements. Through the year, site teams will focus preparing students for the longer, more complex analysis questions on the Performance Tasks.

### **Next Steps - Social Emotional Learning**

The Covid-19 pandemic has brought the importance of Social Emotional Learning into focus and has drawn attention to the need to take a more holistic approach with students, learning and development. This is valuable as students return to school, catch up on lost learning, and adapt back to school routines. SEL support has particular relevance for disadvantaged or at-risk student groups who may have received limited support during Distance Learning or school closure. For the 2022-23 school year, MVWSD is focusing on two Social Emotional Learning (SEL) competencies: self-awareness and self-management. Each competency has a student statement describing a specific learning outcome and a community statement describing the modeling needed from school staff. Students will receive direct classroom SEL instruction provided by the Community Health Awareness Council (CHAC) and through awareness initiatives that connect teachers with resources for students. In addition, the District is supporting the implementation of Sown to Grow at all elementary sites. This program is designed to foster student teacher relationships and provide teachers with a way to regularly check in with students with the ultimate goal of increasing student engagement in the classroom. In August, teachers were provided professional development on the components of Safe and Supportive Environments. This training aimed to support improved behavior and attendance outcomes by increasing staff's awareness of strategies that help students experience a sense of engagement, safety, and a well-supported school environment. Later this year, professional development will be provided to site teams on using a Coordination of Services Team model to make data-driven decisions about tiered student interventions.

### **Next Steps: Additional Support for Staff, Students, and Families**

As we plan for recovery from the pandemic, it is essential that all staff be provided social emotional support so they, in turn, can support their students best. Quickly adapting to Distance Learning and then, back to in-person instruction; all while balancing the impact of the pandemic on their own personal lives, this past year has led to staff feeling overwhelmed and stressed. Our District is exploring a partnership with Acknowledge Alliance to provide therapeutic support for staff at school sites. Through this partnership



a counselor would be available on site to offer opt-in social emotional support for staff members for improving their own well being so they can in turn support the social, emotional, and academic development of their students.

Each school site has continued support for students and families from an At-Risk Coordinator and a School and Community Engagement Facilitator (SCEF). Additional staffing support at Castro Elementary includes 2 Instructional Coaches (instead of one) to support teachers in improving instructional practices, and instructional assistants in grades K-2 that help lower class size and provide opportunities for small group instruction to close learning gaps exacerbated by the pandemic. Castro students and families also have an additional At-Risk Coordinator and an additional SCEF. Castro also continues to benefit from the Santa Clara county supported Wellness Center.

### **Conclusion**

The results from the SBAC assessments have provided the District with valuable information, especially as we compare pre-pandemic assessment results with 2021-22 results. Since the assessment results do not include performance area scores, an analysis of detailed i-Ready Diagnostic assessment data will provide school sites with important student performance data to make informed instructional decisions and will guide action steps for improved student achievement. While there are some strengths as we look at school level, grade level, or subgroup CAASPP data, there is much work to be done to ensure that all of our students leave 8th grade ready for the challenges of high school and we are able to fill the learning gaps caused by the pandemic.