

SUBGROUP TESTING DATA

Examining English Learner, Disability Status, and Economically Disadvantaged Mean Scale Scores from
the 2018-2019 CAASPP Exam



2020/2021

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Subgroup Testing Data

Preface:

This report contains a comparison of Encore's mean scale scores for student subgroups designated as "Disability Status," "English Learner," and "Economically Disadvantaged" from 2018-2019 CAASPP exam.

This report was compiled by Encore's data team. The main author for this document is English and Humanities Department Chair, John Parker jparker@encorehighschool.com.

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Subgroup Testing Data

Introduction

In this report we look at how our two subgroups fared on the 2018-2019 CAASPP exam compared to the scores of neighboring school districts in the High Desert. These districts include Apple Valley Unified School District, Barstow Unified School District, Hesperia Unified School District, Lucerne Valley Unified School District, Snowline Joint Unified School District, and Victor Valley Union High School District.

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The CAASPP scores are sourced from the following site: <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

The aim here is to review points of success and deficiency in our overall achievement scores for the SDED, ELL and economically disadvantaged subgroups, and determine goals and areas of improvement moving forward.

Additionally, methods for collecting data throughout the school year will also be discussed, as well as how we interpret that data and apply it to data-driven goals.

Lastly, an explanation will be given presenting current strategies that are practiced to ensure that our “Disability Status,” “English Learner,” and “Economically Disadvantaged” subgroups find success in the classroom and on standardized testing.

2018-2019 ELA / Math CAASPP Scores

This report will begin by comparing Encore’s 2018-2019 ELA and Math CAASPP scores for the “Disability Status” (SPED), “English Learner” (ELL), and “Economically Disadvantaged” subgroups to similar scores of neighboring school districts in the High Desert. It should be noted that some data was not available on the CAASPP-ELPAC website for the Lucerne Valley Unified School District. Additionally, there was not any data available for our 11th grade “English Learner” CAASPP scores. Instead, those were substituted with “Ever EL” scores in order to still offer some sort of comparison to the other school districts. We compared Encore’s 11th grade “Ever-EL” scores to those of the other districts in the High Desert.

In the following graphs Encore’s 2018-2019 CAASPP performance will be compared to that of our neighboring school districts. Encore’s numerical ranking in terms of overall achievement is addressed, as well as what this means for Encore in terms of how well our students are mastering the state standards. Based on the mean scale score for overall achievement, we also look at how Encore’s subgroup populations are performing compared to our overall school’s population as well as the entire state.

Based on our numbers, we present what improvements and target growth goals we would like to see as school in our subgroup achievement levels. We also list what strategies are currently in place and are practiced in order to ensure that our subgroups’ unique learning needs are being met, thus better preparing them for positive progress in mastery of the standards and success on standardized testing.

Subgroup Testing Data

Cursory Data vs. Deep Dive Data: Explanation of What Encore Uses to Measure Student Achievement

We have several mechanisms in place to measure student achievement. We use the NWEA “TestWiz” benchmark system. These benchmarks are administered at various points throughout the year, typically in the fall, winter, and spring, and are given to all ELA and math classes. The questions on each test are aligned to CCSS. Ideally, the students should demonstrate overall progress toward mastery and proficiency after each round of benchmarks, with an overall improvement in their scores.

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Next, we run diagnostic assessments to obtain results from the benchmarks. These results are yielded in the form of line graphs, showing the mean proficiency level for each question. We then meet together in departments and analyze the results, discussing general areas of success and struggle on our graphs. After our department meetings, we devise action plans for the subjects that were tested. In these plans we list where we currently stand (based on the most recent benchmark results) and what we would like to achieve, as well as possible ideas and strategies to achieve this success. We are expected to refer back to these plans until the next benchmark testing period, at which point we reassess the benchmark results and modify our action plans if need be.

We also analyze the results from our individual unit final exams. For example, we look at the overall unit exam averages for students who completed the exam, the overall averages of all students, including those who didn’t take it, the ELL averages, and the averages for students who have 504s or IEPs. For these last three groups, we also compare the scores of those who completed the exam versus the whole class, including students who didn’t take it.

Subgroup Testing Data and Specific Action Plans and Goals on How We Are Going to Improve Subgroup Achievement

For students with IEPs, if their IEP specifies such a modification, we allow them to test in a separate setting. We also allow them the use of an aide to read the questions to the students if need be. For students with IEPs, we implement preferred seating in the classroom. This may be closer to the teacher or closer to an aide, depending on the need of the student. For certain assessments we allow students to answer verbally instead of in writing.

Students with IEPs are permitted to answer fewer questions on any given assignment. They can also take more time on an assignment without a late penalty if their IEP specifies this. They can also retake their quizzes and exams multiple times if their IEP specifies.

Some teachers allow their students to choose between activities. For example, if a student with an IEP would rather answer more objective “factual recall” comprehension check questions instead of deeper analytical or evaluative questions that are more subjective in nature, they have this choice. They can also choose to draw out or illustrate their answer, or they can provide their answers verbally during tutoring sessions.

Subgroup Testing Data

For essays and longer projects, students with IEPs can write fewer paragraphs, depending on what their level of comfort is with the assignment. In individual cases, teachers may need to provide the student with an alternative topic that is more manageable for them, but still addresses the standard.

For ELL students, teachers implement similar modifications. Depending on the student's level of proficiency with the language, teachers may need to simplify the assignment, assign a reduced amount, or extend the deadline. For example, one student was provided with instructions on how to change the language settings in her Chromebook. From there, the student can use the Google browser to translate the content of assigned readings, websites, and other online sources. Additionally, students can utilize Google Translate or a different translating software application to write their answers in their native language and then translate them to English before submitting them.

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Some teachers also allow ELL students to draw or illustrate certain scenes from the assigned readings, as an alternative means of demonstrating understanding. ELL students can attend their academic teachers' tutoring sessions to receive additional instruction if need be. We also ensure that in our grade books we document modifications made to assignments for IEP, 504, and ELL students. Collectively, the implementation of these measures can help bolster overall achievement in our student populations with IEPs and 504 plans, or who are ELL students.

2018-2019 SPED, ELL, and Economically Disadvantaged Data District Comparison

***Data was not locatable for much of the Lucerne Valley Unified School District.

7th Grade SPED Overall Achievement in ELA and Math:

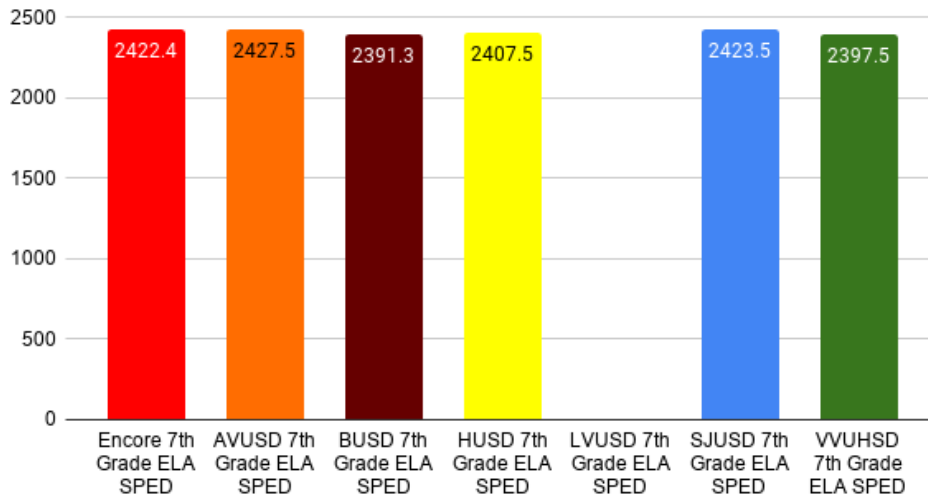
For ELA, Encore scored lower than the state's overall achievement scale score for 7th grade students with a disability (2445.5). For the ELA chart, Encore came in third highest (2422.5) out of the seven graphs, and was outperformed by Apple Valley USD (2427.5) and Snowline Joint USD (2423.5). Our goal in this area would be a five-point overall increase, putting us almost on point with Apple Valley USD and moving us closer towards the state's mean score.

In math, Encore scored higher than the state's overall achievement scale score for 7th grade students with a disability (2417.2). For the math chart, Encore came in second highest (2484.5) out of the seven graphs, outperformed only by Snowline Joint USD (2398.4). Our goal in this area would be a five-point overall increase, narrowing the gap between Encore and Snowline Joint USD.

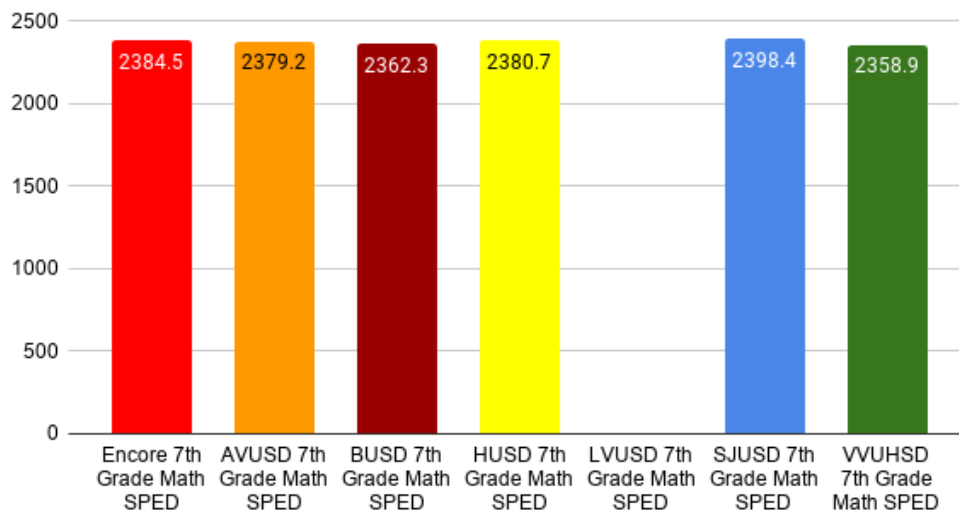
In the past we completed practice CAASPP testing for both ELA and math, throughout the year in order to help our students prepare as testing nears in the spring. Academic teachers administer benchmarks that measure mastery of CCSS for California. Reports from these benchmarks are then analyzed and action plans are created that not only address areas in which our students need additional support, but also create learning goals for our students. All instructors are expected to refer back to these plans and adhere to the goals outlined in them. After each round of testing, the results are analyzed again, and, based on those results, our action plans and goals are revised to align with our students' learning needs.

7th Grade ELA SPED

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7th Grade Math SPED



8th Grade SPED Overall Achievement in ELA and Math:

For the ELA chart, we can see that Encore came in at an overall achievement scale score of 2466.1, which is ahead of the other districts. Encore scored higher than the state's overall achievement scale

Subgroup Testing Data

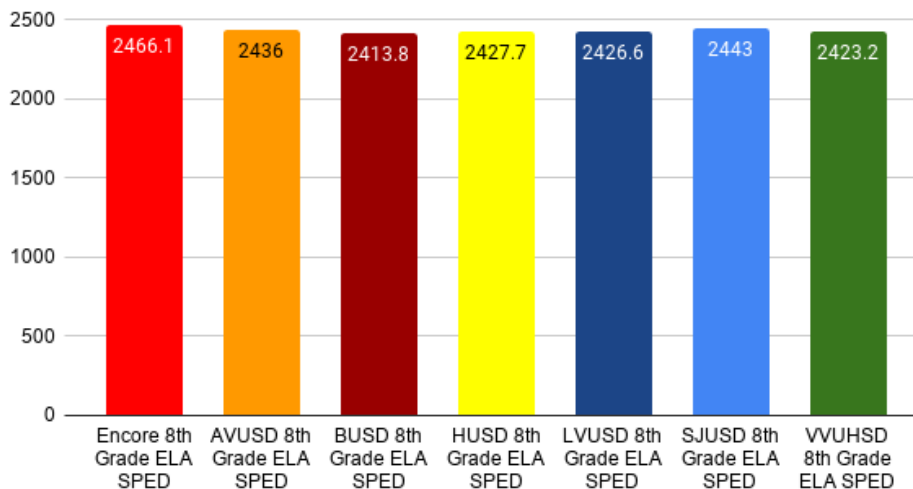
score for 8th grade students with a disability (2458.8). One goal here is to at least maintain this level of achievement while also working to boost it 5 points.

For the Math chart, we can see that Encore came in at an overall achievement scale score of 2416.6, which is ahead of the other districts. Encore scored lower than the state's overall achievement scale score for 8th grade students with a disability (2421.1). One goal here is to boost it by 5 points to be at par with the state's level.

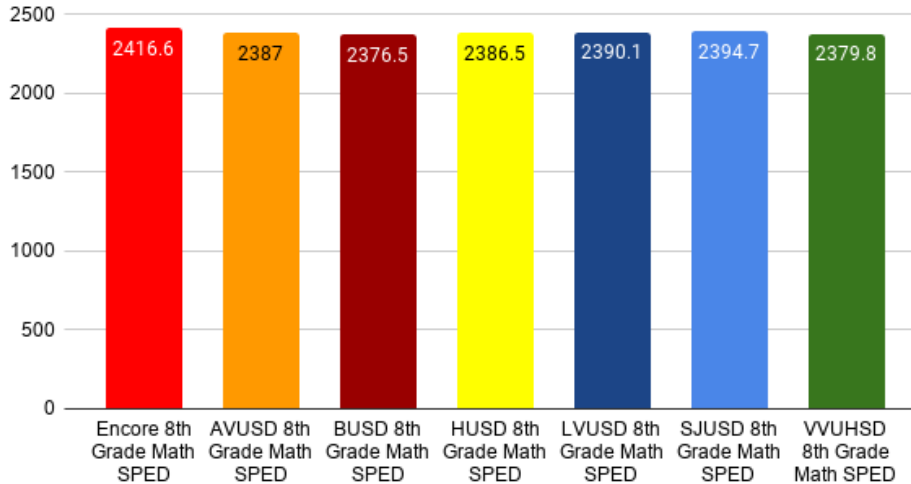
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For both subjects, we have in the past done practice CAASPP testing the closer it gets to spring testing. We also administer benchmarks that measure the CCSS for California, and analyze the reports afterwards. From here, we create "action plans" to focus on and remedy the areas in which we fell short. Teachers are expected to refer back to these plans and adhere to the goals outlined in them until the next round of testing, at which point the results would be reanalyzed

8th Grade ELA SPED



8th Grade Math SPED



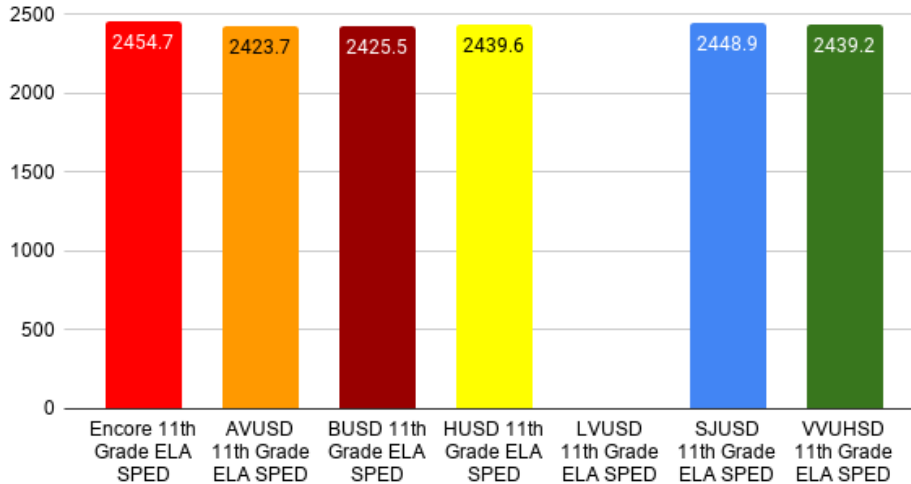
11th Grade SPED Overall Achievement in ELA and Math:

For the ELA chart, we can see that Encore came in at an overall achievement scale score of 2454.7, which is ahead of the other districts. Encore is still below the state's overall achievement scale score for 11th grade students with a disability (2478.8).

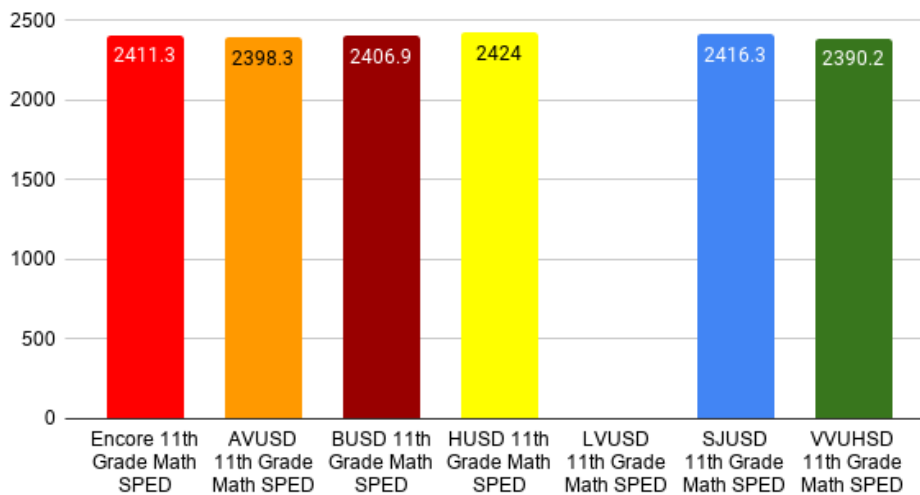
For the math chart, Encore (2411.3) came in at third highest out of the seven graphs, outperformed by Hesperia USD (2424) and Snowline Joint USD (2416.3). One goal here would be a five-point overall increase, nearing closer to SJUSD in second place.

For both subjects, we have in the past done practice CAASPP testing the closer it gets to spring testing. We also administer benchmarks that measure the CCSS for California, and analyze the reports afterwards. From here, we create "action plans" to focus on and remedy the areas in which we fell short. Teachers are expected to refer back to these plans and adhere to the goals outlined in them until the next round of testing, at which point the results would be reanalyzed.

11th Grade ELA SPED



11th Grade Math SPED



7th Grade English Learner Overall Achievement in ELA and Math:

For the ELA chart, we can see that Encore came in at the bottom of overall achievement with a score of 2437.1, which is below other districts but tied with HUSD. Our goal here is to increase scores by at least 5 points.

For the math chart, Encore (2424.6) came in second highest out of the seven districts compared behind only SJUSD. One goal here is to at least maintain this level of achievement while also working to boost it 5 points.

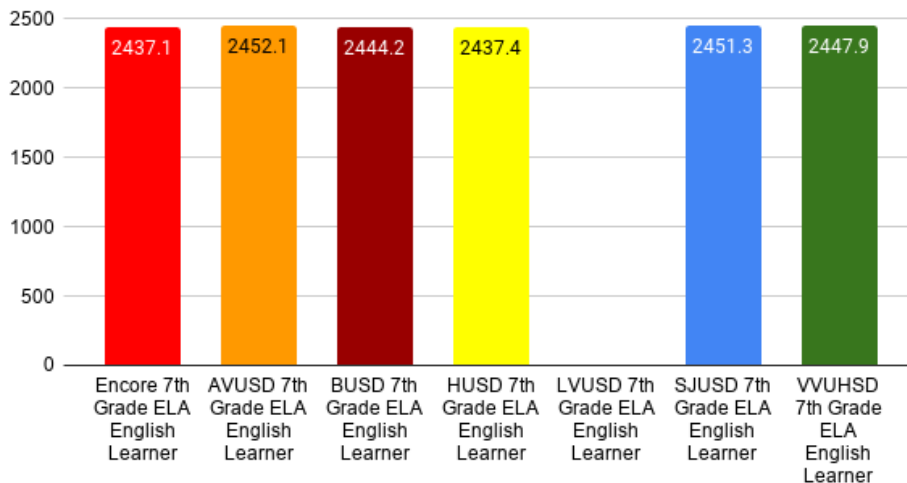
Subgroup Testing Data

Encore is still below the state's overall achievement scale score for 7th grade for English-language fluency students with a 2445.2 in ELA. However, Encore is tied with the state in math as the California state average is 2424.8.

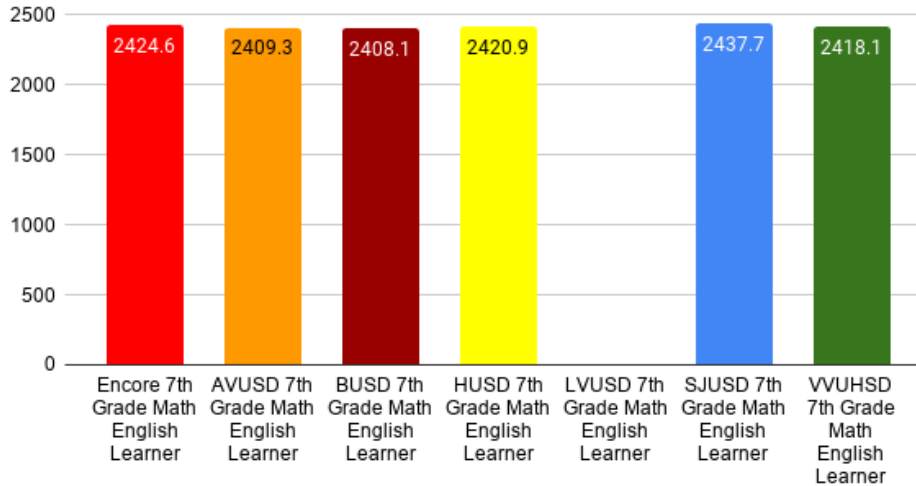
For both subjects, we have in the past done practice CAASPP testing the closer it gets to spring testing. We also administer benchmarks that measure the CCSS for California, and analyze the reports afterwards. From here, we create "action plans" to focus on and remedy the areas in which we fell short. Teachers are expected to refer back to these plans and adhere to the goals outlined in them until the next round of testing, at which point the results would be reanalyzed.

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7th Grade ELA English Learner



7th Grade Math English Learner



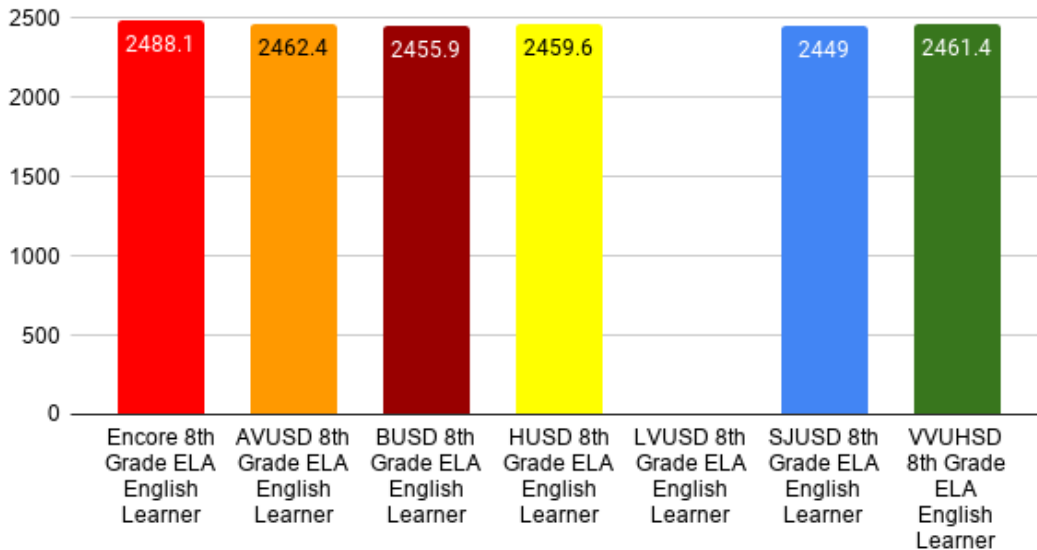
8th Grade English Learner Overall Achievement in ELA and Math:

For the ELA chart, we can see here that Encore came in at 2488.1, which is ahead of the other districts. This also places us above the state average for “English Learner,” which was 2451.7 for 8th grade. However, Encore would still be behind the state’s overall average for 8th grade ELA, which was 2560.8.

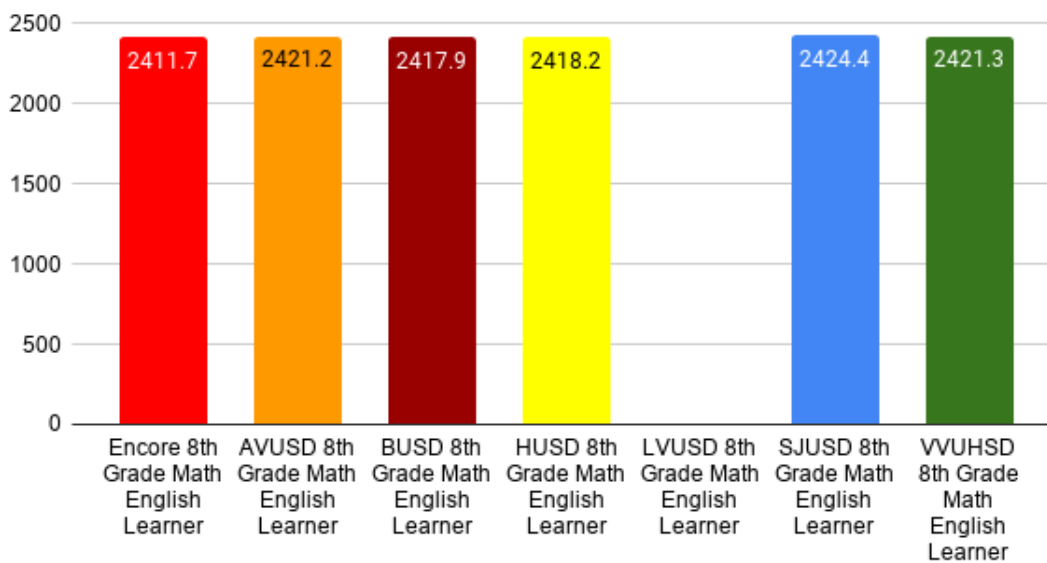
For the math chart, Encore came in at 2411.7, which was exceeded by all six districts and by the state’s average for “English Learners,” which was 2425.2. We would like to see more than a five-point increase here, but five points might be a more attainable goal for us to achieve.

We are continuing to implement practice CAASPP testing before state testing is completed. Our benchmarks give us feedback as well that we can use to tailor instruction and better support our English learners.

8th Grade ELA English Learner



8th Grade Math English Learner



11th Grade English Learner Overall Achievement (Encore's "Ever-EL" population for 11th grade is compared to the "Ever-EL" population of neighboring districts):

Subgroup Testing Data

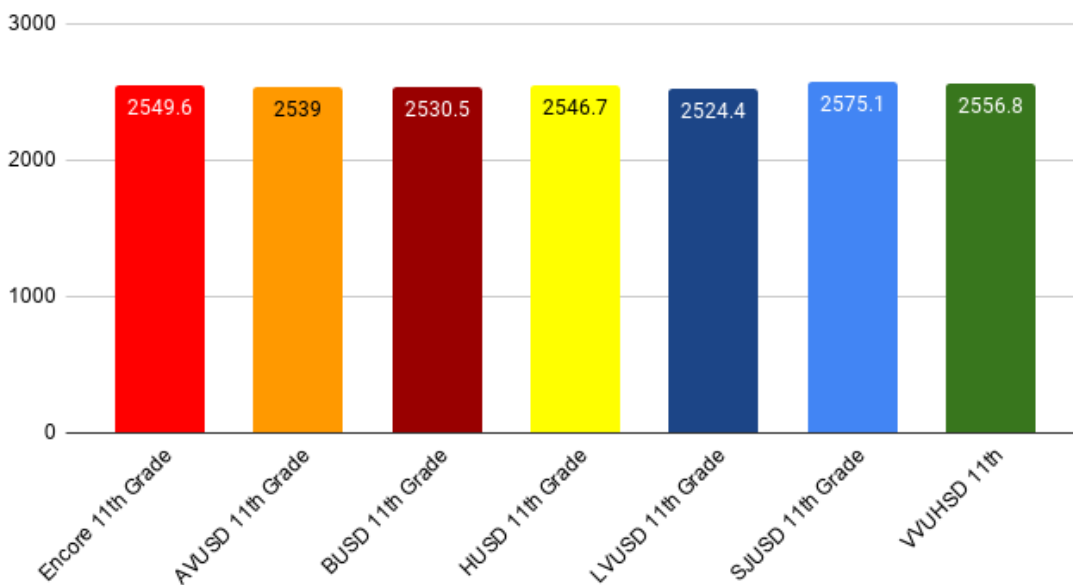
There was no data available for our 11th grade “English Learner” population; therefore, “Ever-EL” has taken its place in an effort to still offer a comparison of our 11th grade ELL population.

For the ELA chart, we can see that, out of the seven scores, Encore came in 3rd. Encore (2549.6) was outperformed by Snowline Joint Unified (2575.1) and Victor Valley Union (2556.8). One goal based on these results would be to see Encore closer to VVUHSD at second place.

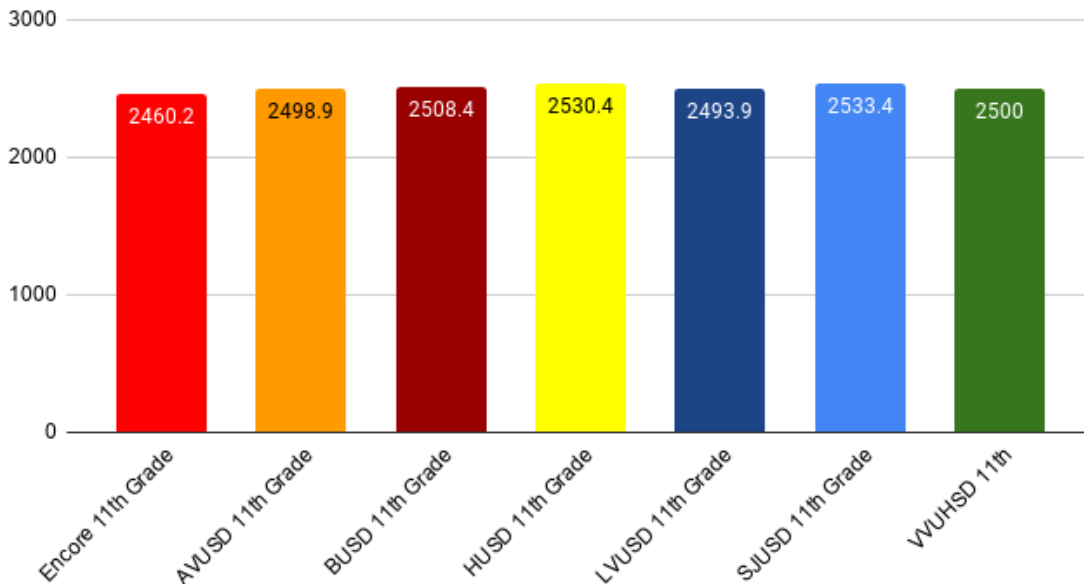
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For the Math chart, we can see that Encore was outperformed by all six districts. One goal based on these results would be to see Encore rise out of last place in 11th grade ELL math scores. For both ELA and Math classes, we have conducted practice CAASPP exams moving closer to spring testing. Additionally, we administer benchmark exams that reflect the standards measured on the CAASPP, hopefully preparing students for what is to come on the CAASPP.

11th Grade ELA Ever-EL



11th Grade Math Ever-EL



7th Grade Economically Disadvantaged Overall Achievement in ELA and Math:

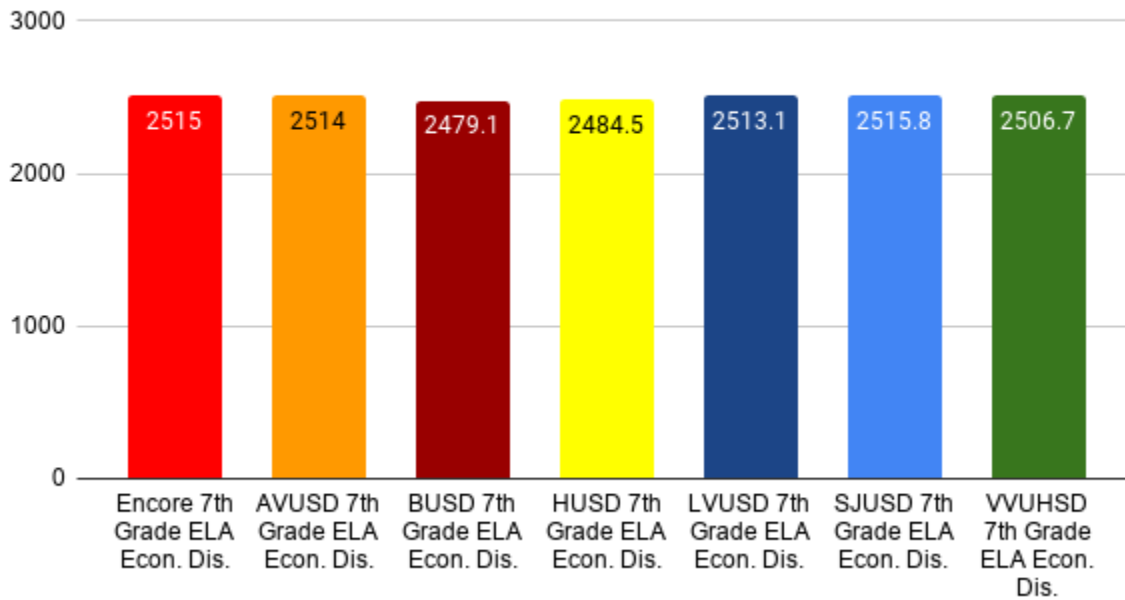
For the ELA chart, Encore came in second highest (2515) out of the seven districts and was outperformed by Snowline Joint USD (2515.8), however that score was 2.5 points lower than the state average (2517.5) for this subgroup. We would like to see an increase of five points for the 2020-2021 school year, moving past the overall state achievement mean score.

For the math chart, Encore came in third highest (2473.4) out of the seven districts, outperformed only by Snowline Joint USD (2500.9) and Lucerne Valley USD (2476), but came in lower than the state average (2490.7) for this subgroup. We would like to see an increase of five points for the 2020-2021 school year, moving closer to the overall state achievement mean score.

In the past we completed practice CAASPP testing for both ELA and math, throughout the year in order to help our students prepare as testing nears in the spring. Academic teachers administer benchmarks that measure mastery of CCSS for California. Reports from these benchmarks are then analyzed and action plans are created that not only address areas in which our students need additional support, but also create learning goals for our students. All instructors are expected to refer back to these plans and adhere to the goals outlined in them. After each round of testing, the results are analyzed again, and, based on those results, our action plans and goals are revised to align with our students' learning needs.

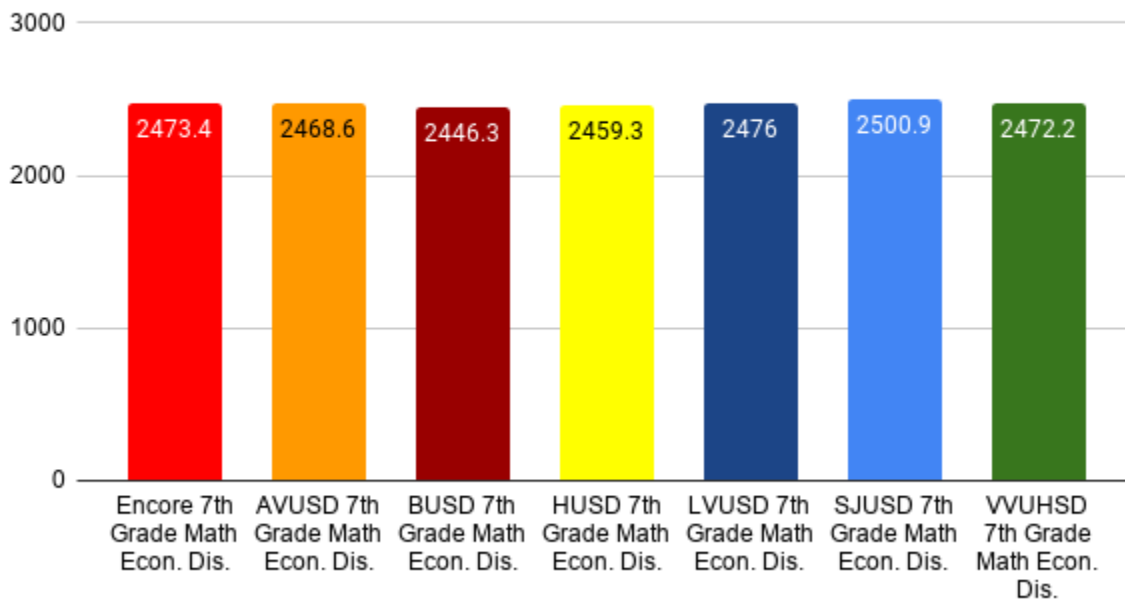
Subgroup Testing Data

7th Grade ELA Economically Disadvantaged



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7th Grade Math Economically Disadvantaged



Subgroup Testing Data

8th Grade Economically Disadvantaged Overall Achievement in ELA and Math:

For the ELA chart, we can see that Encore came in at the top of overall achievement with a score of 2531, which is higher than the other six districts compared. Our goal here is to at least maintain this level of achievement and also increase scores by at least 5 points.

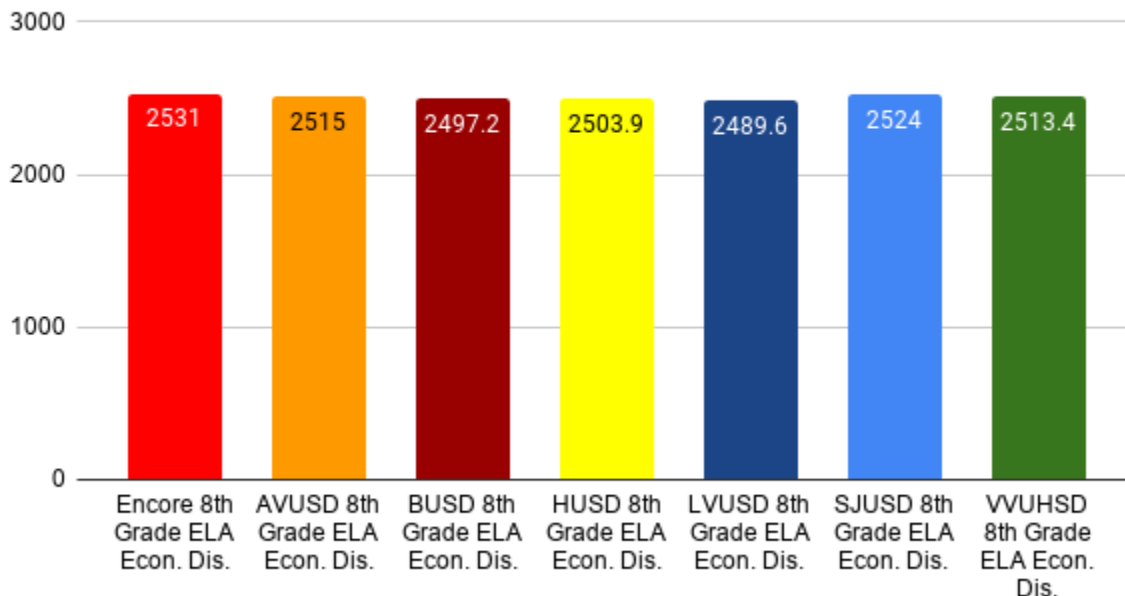
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For the math chart, Encore (2458.5) came in in the middle of the seven districts compared behind SJUSD and AVUSD, nearly tied with HUSD, and ahead of BUSD and LVUSD. One goal here is to at least maintain this level of achievement while also working to boost it 5 points.

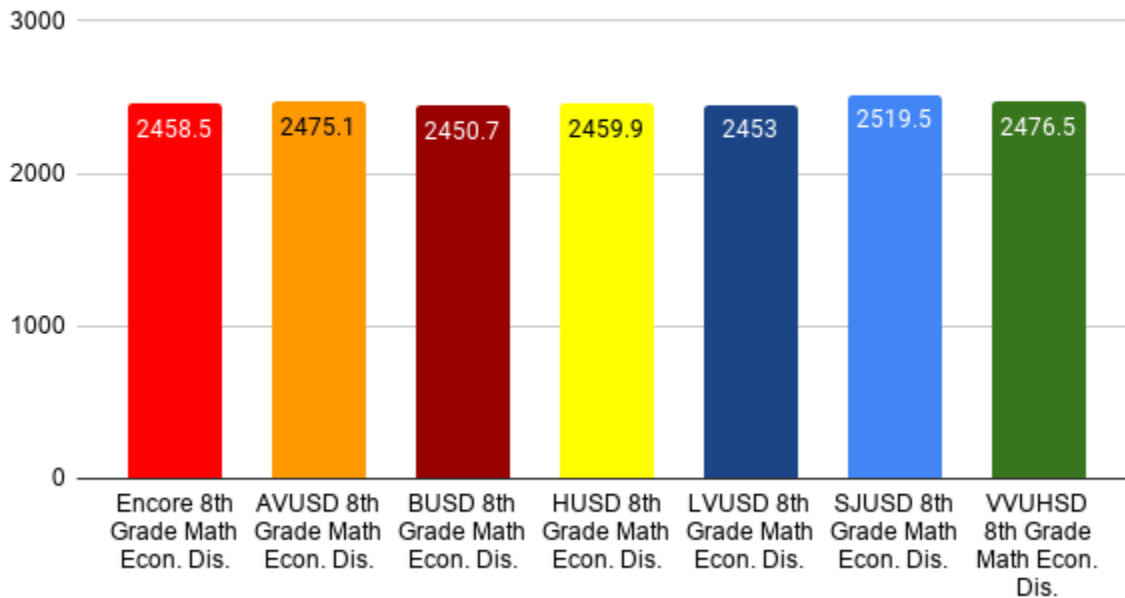
Encore is tied with the state's overall achievement scale score for 8th grade for economically disadvantaged students with a 2531 compared to the state average of 2530.9 in ELA. However, Encore is lower than the state in math as the California state average is 2501.2 while Encore is at 2458.5. The goal is to increase these scores by an average of 5 points.

For both subjects, we have in the past done practice CAASPP testing the closer it gets to spring testing. We also administer benchmarks that measure the CCSS for California, and analyze the reports afterwards. From here, we create "action plans" to focus on and remedy the areas in which we fell short. Teachers are expected to refer back to these plans and adhere to the goals outlined in them until the next round of testing, at which point the results would be reanalyzed.

8th Grade ELA Economically Disadvantaged



8th Grade Math Economically Disadvantaged



11th Grade Economically Disadvantaged Overall Achievement in ELA and Math:

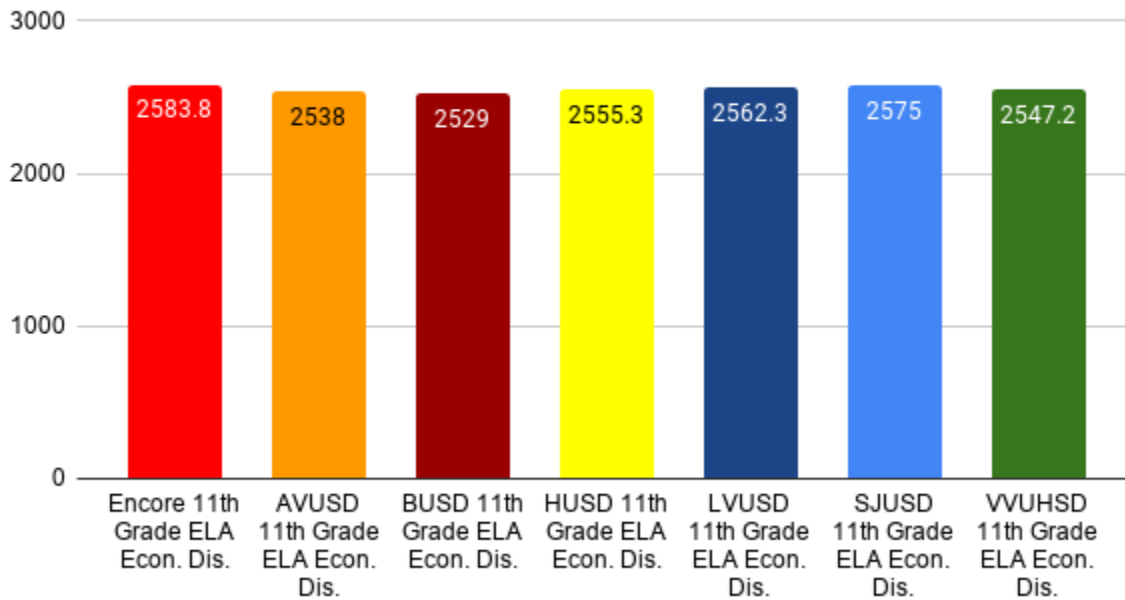
For 11th grade ELA for economically disadvantaged students, we can see that Encore came in with a mean scale of 2583.8. The next highest district was SJUSD, at 2575.0. Encore came in at several points above the state average for ELA for this subgroup, which was 2567.3. We would like to see an increase of five points for the 2020-2021 school year, moving closer to the overall state achievement mean score of 2596.6.

For 11th grade Math for economically disadvantaged students, we see that Encore (2502.2) was outperformed by three districts (HUSD at 2536.6, LVUSD at 2525.8, and SJUSD at 2528.1). However, Encore did outperform three districts (AVUSD, BUSD, and VVUHSD). We would like to see a five-point increase toward mastery, coming closer to the state mean scale score of 2563.9 for 11th grade mathematics.

We currently have an “internet cafe” available for students who do not have internet access at home, allowing them to complete all their assignments.

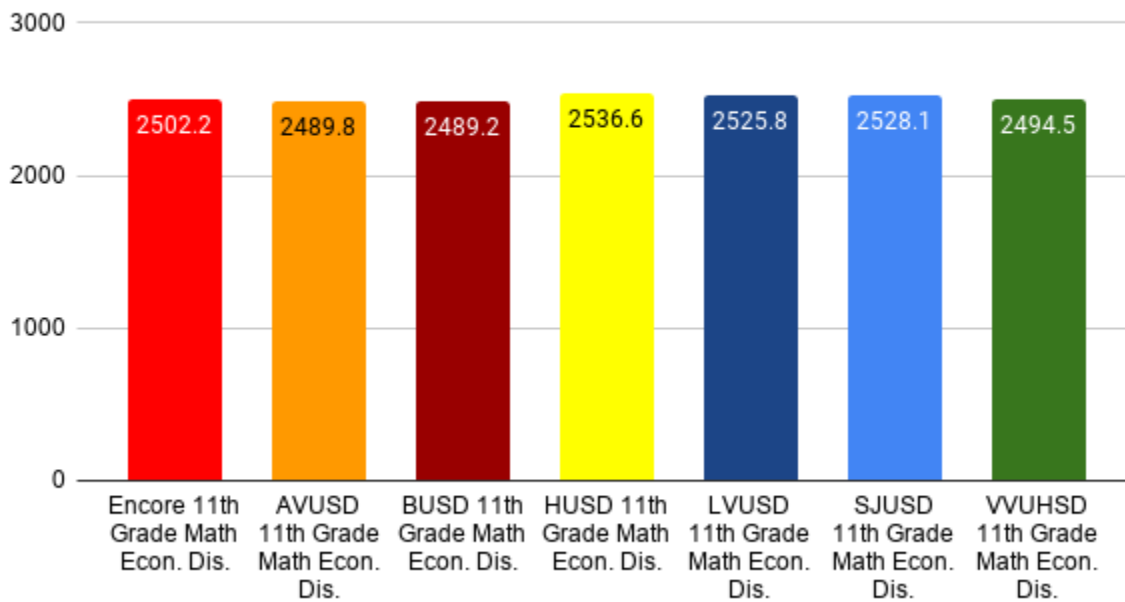
Subgroup Testing Data

11th Grade ELA Economically Disadvantaged



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11th Grade Math Economically Disadvantaged



Goals Set for This Year Based on Data

Based on the scores from the 2018-2019 school year (being the last year that we had state testing), for the 2020-2021 school year we would like to see a five-point increase toward “standard met” across all ELL levels.

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Additionally, we would like to see increased familiarity with “buzz words” for standardized testing among our ELL students. This can be accomplished by giving students the practice CAASPP exam in math and ELA classes, in addition to including these words in our formative and summative assessments on a regular basis. If students get this exposure throughout the year, then they will be equipped and comfortable with this lexicon by the time spring testing rolls around. This could be evidenced by the five-point increase in CAASPP testing among these subgroups.

For our ELL students, we can furnish them with additional support in the form of a class solely for English language development. This could be a regularly-scheduled class that would fit into their typical daily class schedule, or it could be something as simple as a weekly check-in with their ELL coordinator. This would all be based on individual student needs.

For SPED students, we would like to continue to see them work in their small-group cohorts. This is a great means for them to receive assistance from the SPED teachers and aides, as well as participate in peer tutoring. For ELL students, we would like them to check in with the ELL coordinator for assistance and guidance, including additional strategies for support.

Additionally for our SPED students, we can encourage these students to attend daily tutoring with their teachers. Additionally, they can sign up for specialized small-group study halls or sessions with our SPED teachers and aides. During these sessions, students could review concepts covered in their regular academic classes and perhaps have access to additional support with test prep.

For seniors, we would like to see an increase in our seniors who are A-G eligible. We have several steps that we are taking to increase our seniors’ A-G eligibility. We have a college skills support session for seniors that meets every Friday on Zoom. For seniors that earned less than a C- in a class, we work to get them into a credit recovery program to recoup their missed credits. Students also conduct grad checks with their counselors to review their transcripts and ensure that they are A-G eligible.

Lastly, for seniors we currently have college prep meetings that occur once a week with their counselor. Additionally, in the past we have offered a College Skills course for students who are interested. We also have special standalone meetings that cover topics such as FAFSA/financial aid and the application process. We also make sure that students engage in credit recovery in the event that they received anything lower than a C- in any class throughout high school. This helps establish all of our students as “A-G eligible.” We can continue to offer these meetings and ensure that seniors have help when it comes to navigating the process of college applications and college readiness.

